



PUBLISHED FOR REGION VI BY KEBS, SAN DIEGO STATE - FRANK W. NORWOOD, REGIONAL DIR., NER

PL-6 GOES MONTHLY

At the suggestion of Bob Mott of KWSC, PL-6 will be published on a monthly schedule. We hope that NER-6 stations will find the newsletter more helpful if issued with some degree of regularity, and that you will all help us to rise to the occasion by contributing more news items, more often.

NER-6 AT WRTC

John Witherspoon, Associate Director of NER, and the representatives of NER-6 stations were the principal contributors to the success of the NER-6 meeting which was held in Portland in conjunction with the 1965 Western Radio and Television Conference. As advertised, the meeting was a "shirt-sleeves session" in which Witherspoon reported on developments at headquarters in Washington, and responded to questions and comments from the floor. Among the points raised was the development of additional programming (the *Pacem in Terris* series will soon begin on the network; Westinghouse Broadcasting has made available a substantial number of documentaries and these will be culled for programs suitable for NER Network distribution—all at minimal costs to NER), the need for more and better program promotion (the *GATEWAY TO IDEAS* and *CONGRESS* mailers are a step in the right direction, but more are needed), and copyright (a new edition of the proposed copyright law is expected shortly from the Register of Copyright, and NAEB/NER will offer comments in reply). Witherspoon reported, too, on the progress of the Educational Communications System project. Phase II has ended, and a report has been submitted to USOE, along with a proposal for Phase III which would involve some eighteen months for the establishment of regional pilot operations as demonstration of the feasibility of a nation-wide ECS. Approval and funding for Phase III is expected shortly.

One principal theme which ran through both Witherspoon's remarks and the comments from the floor was the need for increased "dialogue" between NER stations and national and network headquarters. This relatively unstructured meeting was one attempt to provide such feedback from member stations. Bob Mott's suggestion that PL-6 appear more often was another. John Witherspoon added the suggestion that all important correspondence to Washington and Urbana ought to be prepared with a carbon copy to the Regional Director so that he can provide explanation or help, if possible, and so that each Regional Director can provide the Front Office with a sounding of the opinion in his region.

With all credit due John Witherspoon and those of you who were able to spend two and one-half hours with us in Portland, comments on the meeting were most favorable, and no one who attended left feeling that he had not had full opportunity to "have his say," nor that he had had less than honest answers.

BURT HARRISON ILL

The Western Radio and Television Conference and the NER-6 meetings were the less for the absence of Burt Harrison of KWSC. Burt had just undergone intestinal surgery, and could not attend. At the request of the NER-6 meeting, Ye Ed wrote a note to Burt, and a similar letter was sent from the Board of WRTC. Bob Mott, in a recent letter, reports that Burt is well on the road to recovery, and is expected back at his desk after a month or so.

NEW WRTC BOARD AND OFFICERS

Of interest to all NER-6 stations is the election of new Western Radio and Television Association officers. James Loper, Director of Educational Services for KCET (TV), Los Angeles, is the new President; Dr. Kenneth A. Harwood, University of Southern California (KUSC) and Dr. Ralph Steetle, Oregon System of Higher Education, are VP's and Mrs. Rose Blyth, California Institute of Technology is secretary-treasurer. Ye Ed was elected to the Board of Directors.

ANYONE FOR RADIO?

Pat Swenson, KBPS, Portland was, as of the Portland meeting, searching for a radio producer to join the KBPS staff. KBPS is the only school-system-operated AM in the nation. If interested, contact Dr. Patricia Swenson, Supervisor, KBPS, 546 N.E. 12th Avenue, Portland 12, Oregon.

NER-6 SPECIALS AVAILABLE

The major addresses heard at the 1965 Western Radio and Television Conference are available as NER-6 Specials, thanks to Ken Warren & Company of KOAC-KOAP. The Keynote Address, delivered at the Opening General Session, is entitled "This Changing Society," and was by Dr. Arthur S. Flemming, President of the University of Oregon and former Secretary of Health, Education and Welfare. The other major address available is that which was given at the Annual Banquet by Lawrence Laurent, TV critic for the Washington Post. Stations wishing to broadcast either of these addresses should send a request, plus tape, to: Mr. Kenneth Warren, Network Program Manager for Radio, KOAC, Corvallis, Oregon 97331.

NER-6 TESTIMONY ON HIGHER EDUCATION ACT OF 1965

In a conference call a few days ago, Jack Summerfield and Jerry Sandler asked each Regional Director to submit written testimony to be presented by them at the House Subcommittee on Higher Education's 12 March hearings on The Higher Education Act of 1965. The text of the NER-6 statement is attached.

THEME UP TO TIME

If every month is as full of news as the past month has been, monthly publication should not be a major problem. Postponed to the next issue

is news of what's been going on at your station, a questionnaire for you to fill out which will eventually result in an NER-6 DIRECTORY, bringing together more information about NER-6 stations and personnel than is currently available from such sources as Broadcasting Yearbook.

The need for full and frequent dialogue among all of us is plainly evident. Your comments and criticisms on any matter of common concern are always welcomed by Summerfield, Sandler, Underwood, Witherspoon, and Ye Ed. --FWN

STATEMENT BY FRANK W. NORWOOD
DIRECTOR, REGION VI
A DIVISION OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

BEFORE THE SUBCOMMITTEE ON HIGHER EDUCATION OF
THE HOUSE COMMITTEE ON EDUCATION AND LABOR

FRIDAY, MARCH 12, 1965

RE: HIGHER EDUCATION ACT OF 1965 (H.R. 3220-3221)

I am Frank W. Norwood, an Associate Professor at San Diego State College, San Diego, California, and Manager of the College's educational radio station, KEBS (FM). I wish to enter a statement on the legislation before this committee in my capacity as a member of the Board of Directors of National Educational Radio, a division of the National Association of Educational Broadcasting. As Director for Region VI of National Educational Radio, I serve on the NER Board as the representative of those noncommercial educational stations in Arizona, Nevada, Montana, Idaho, Utah, Washington, Oregon, California, Alaska, and Hawaii.

I should particularly like to direct the committee's attention to the fact that many NER stations in my region, and across the nation, are operated by colleges and universities as instruments of continuing education and extension and as "public service resources," and speak briefly of the contributions which these stations have made, are making, and can make in the future toward achieving some of the goals of the proposed legislation.

Many of the college- and university-owned radio stations in the United States were established specifically to help meet such needs. In the Region which I represent, such stations as KWSC at Washington State University and KOAC at Oregon State University have been at work, extending the boundaries of the institutions they serve, for more than forty years.

Here in the West, the majority of educational radio stations operate, as does our own KEBS, in the FM band. While their histories are not so lengthy, their opportunities for service are equally great. The recent growth of FM radio has meant that the potential audience of many of these stations is comparable to those of standard (AM) broadcast stations. The price of FM receivers no longer represents a barrier; table models and transistorized portables are now available for less than twenty-five dollars. Finally, FM broadcasting offers the possibility of the use of "Subsidiary Communications Authorizations," a technical advantage which has clear application to the goals set forth in Title I of this bill. I shall speak in more detail of "SCA" in a moment.

The most obvious role which AM and FM educational radio stations can play is alerting the communities they serve to the problems before us and the opportunities for community action which seek solutions. Specialized programs by radio to help to provide retraining and refresher courses are another obvious possibility. In this Region, the University of Utah's KUER (FM) broadcasts a regular schedule of Medical Seminars for doctors in nine Utah hospitals. By means of two-way radio, doctors in each of these hospitals may ask questions of the panelists from the College of Medicine, and participate actively in the discussions. The opportunities for wider service of this type, both in terms of geography and content, are now before us.

FM stations, under Subsidiary Communications Authorizations from the Federal Communications Commission, may transmit such specialized programming in addition to, and simultaneous with, the transmission of regular programs intended for the general audience. Such programs are transmitted on an FM "subcarrier" and may be heard only on specially equipped receivers. In San Francisco, KXXK (FM) is already engaged in providing such a service. The phrase in Title I, "particularly through new and advanced approaches," might certainly include the application of this broadcasting technique which not only provides the possibility of multiple use of a single educational radio station, but, because SCA transmission cannot be heard on home receivers, a means of "private" communication which might be applicable to such areas as consultative and administrative services.

The long history of educational radio's contribution to University Extension and Continuing Education, the low cost of using radio to reach large numbers of people over wide geographic areas, and the technical capabilities of the medium for expanded service, all combine to testify to the role which educational radio can play in achieving the goals which H.R. 3220-3221 sets forth. On behalf of the National Educational Radio stations of the ten Western states, I commend educational radio to your attention, and offer you whatever support we may provide.

WESTERN RADIO AND TELEVISION CONFERENCE

February 17, 18, 19, 20, 1965, Portland, Oregon
Conference Headquarters: Sheraton Motor Inn

The 18th Annual Western Radio and Television Conference brings together on these dates the educational, commercial, and professional broadcasters who share a common interest in the greater use of radio and television in the public interest and who annually gather together in February for an exchange of ideas.

In 1965 all sessions will center on the theme "THE RESPONSIBILITY OF BROADCASTING IN A CHANGING SOCIETY." In addition to these general sessions of the WRTC, scheduled meetings will also be held by the National Association of Educational Broadcasters for Region VI, Alpha Epsilon Rho, Inter-Collegiate Broadcasting, the Association for Professional Broadcast Education, and the West Coast Instructional Television Conference. All communication roads lead to Portland and the Sheraton Hotel in 1965.

WEDNESDAY, February 17

9:00 am - 8:00 pm

Registration - Sheraton Motor Inn lobby

9:30 am - 6:00 pm

Engineering and Technical Session - Washington Room

Chairman - Mr. Anton Schmidt, chief engineer
KOAP-TV-FM, Portland, Oregon

1. Developments in Dual-Polarized FM Transmitting Antennas.
2. High-Band Video Recording
3. Recent Advances in Wave Form Monitoring
4. Utilization of the New 8 mm Format for Economical Kinescope Recording
5. Why's and Wherefore's in New Facility Planning
6. Tour of New KGW-TV Studios in downtown Portland (Buses will load at the Sheraton)

6:30 pm

Dinner

8:00 pm - 10:00 pm

WRTC OPENING GENERAL SESSION - West Ballroom
Keynote Address - "This Changing Society"

Speaker - Dr. Arthur S. Flemming, president,
University of Oregon, former Secretary
Health, Education and Welfare

THURSDAY, February 18

8:00 am - 7:30 pm

Registration - Sheraton Motor Inn lobby

9:00 am - 11:30 am

SECOND GENERAL SESSION - Pacific Suite

Chairman - Dr. Luke F. Lamb, director of Educational Media, Division of Continuing Education

Topic - "Instructional Television and Its Responsibility in a Changing Society"

Mrs. Gaither Lee Martin, San Jose

Dr. Harold M. Livingston, Corvallis

Mr. Raymond L. Smith, San Francisco

Mr. David J. Carnahan, Seattle

Instructional television discussion with VTR demonstrations of elementary, secondary and college level teaching by TV.

12:00 noon

LUNCHEON MEETINGS

- a) WRTA Board of Directors Hospitality Suite 246
- b) Alpha Epsilon Rho California Room
- c) Inter-Collegiate Broadcasting Oregon Room
- d) Oregon Audio Visual Association Washington Room

2:00 pm - 2:30 pm

THE EXPLOSION OF KNOWLEDGE

Educational Media staff, Division of Continuing
Education, Oregon State System

3:00 pm - 4:30 pm

THIRD GENERAL SESSION - West Ballroom

Chairman - Mr. Ralph Steele, Director, Divisional
Relations, Division of Continuing Education

Topic - "Broadcasting's Responsibility in a Changing
Society"

Panel - Dr. Frank Munk, Professor of Political
Science, Reed College

Mr. Harold Niven, Assistant to the Executive
Vice-President, National Assoc. of Broadcasters

Dr. Robert L. Hilliard, Chief, Educational
Branch, Federal Communications Commission

Mrs. Bertha Montenegro, Radio/TV Chairman,
California Congress of Parents and Teachers

Mr. Richard M. Brown, president, Station KPOJ

4:30 pm

AERho Business Meeting - Hospitality Suite

6:00 pm

Dinner

7:30 pm - 9:30 pm

NAEB REGION VI MEETING - West Ballroom

Chairman - Mr. Harold Hill, vice president, NAEB

FRIDAY, February 19

9:00 am - 11:30 am

NAEB REGIONAL MEETINGS

- a) Radio Section West Ballroom
- b) Television Section California Room
- c) Instructional Section Oregon Room
- d) Individual Section Washington Room

12:00 noon

LUNCHEON MEETINGS

- a) WRTA Board of Directors California Room
- b) Assoc. for Professional Broadcast Education
Washington Room

2:00 pm - 4:00 pm

FOURTH GENERAL SESSION - West Ballroom

Television broadcast for KOIN-TV

"LET'S FACE IT" regular taping session for Sunday
release of the provocative weekly series by Robert
Holmes, former governor of Oregon and long-time
broadcaster. (Panel members and those included in
post-broadcast discussion chosen from the guests at
the 1965 WRTC.)

| | |
|-------------------|--|
| 4:00 pm - 4:30 pm | PACIFIC NORTHWEST BELL - Mr. James Henderson Film showing of "TELSTAR" |
| 6:00 pm | 1965 WESTERN RADIO AND TELEVISION CONFERENCE RECEPTION - Pacific Suite Open to all 1965 Conference registrants |
| 7:00 pm | 1965 WESTERN RADIO AND TELEVISION CONFERENCE BANQUET - West Ballroom The traditional gathering, featuring a real message on the theme of the Conference, selected entertainment, and a good meal. Master of Ceremonies - James Day, general manager KQED and president, WRTA |

SATURDAY, February 20

9:00 am - 12:00 pm

RECREATION AND SHOPPING TOUR

An opportunity to visit the fabulous Lloyd Shopping Center with over 100 stores, ice skating rink, beautiful enclosed malls, or make a sightseeing trip around metropolitan Portland, visit the Oregon Museum of Science and Industry, the Portland Zoo (internationally famous for its baby elephants born in captivity) or the Portland Art Museum. . . or spend the weekend skiing on the slopes of Mt. Hood in the Cascade Range. The reservation desk can help you make your own individual plans during the week.

12:00 noon

Exhibits officially close

1965 Conference adjournment

*Make
File - Region VI*

February 4, 1965

Mr. James M. Morris
Head, Information Services
Oregon State System of Higher Education
220 Agricultural Hall
University Campus
Corvallis, Oregon 97331

Dear Jimmie:

Present plans, subject always to suggestions by anyone, for the Region VI meeting are as follows.

On Thursday evening, I will make a general report about the Association, its activities and its plans for the future. This will be followed by a presentation of one of the six films in a series on utilization of television in instruction. This is an excellent film which will give the members in that area a preview of what to expect from the series. I believe this will be worthwhile and well received.

To present the film, I will need a 16mm sound projector and whatever size screen the size of the meeting dictates. I trust you will have the equipment and an operator on hand. My talk and the film will take perhaps an hour. There will certainly be some discussion following the film, and I am herewith asking the directors from Region VI to serve with me as a general panel to answer questions about the NAEB and its activities if time permits after the presentations.

The most important contribution by the directors can be made on Friday morning when each of the three institutional divisions (radio, television, and instructional) have their division meetings. At that time each one will be able to discuss what his division is doing at the present time and plans for the future -- and answer any questions the members may have.

It is my understanding from John Crabbe that it would not be feasible to hold a meeting of individual members because most of them would want to attend the other meetings. However, I do feel that we should provide an opportunity for some sort of meeting for those individual members who are interested in such a meeting to talk about the special interest sections within the division. I will touch on this in my report and then I believe we should have an opportunity at the end of the Thursday evening session for Crabbe and I to meet with members of the individual member division. Perhaps we might

find that this plan would be better than attempting to have the directors panel I mentioned above. I would appreciate each of the directors letting me know his reaction to this, and we can work out the details after I get there.

This brings up another point. What can we do about letting the NAEB members who attend the WRTC know somewhat specifically just what kind of program will be presented at the two NAEB sessions? Perhaps you might mimeograph something for them to pick up at the time of registration, and announcements could be made at general WRTC sessions. Regardless, I feel it is important for NAEBers to have some idea of what is in store for them when they attend our sessions.

Chuck Marquis has asked me to indicate that if Keith Eagar is not able to attend, Chuck would like for John Crabbe to assume the responsibility of conducting the Friday morning ETS session since he will not be responsible at that time for any individual member meeting. Chuck will send some material to John for his use.

John Witherspoon will be at the meeting and will work with Frank Norwood on the details on the radio meeting.

I trust this general plan will meet with the approval of most of you, but if you have any suggestions for alteration, please don't hesitate to make them. In connection with looking over Portland as a potential convention site for 1967, I will be there (at the Hilton) beginning Monday night. Therefore, if anyone wants to discuss our meeting plans, or any other matters, we can do that on Tuesday and Wednesday. Thursday morning I will move to the Sheraton.

Sincerely,

Harold E. Hill

HEH/mlm
cc: John Crabbe
Keith Eagar
George Steinor
Frank Norwood
Vernon Bronson
Chalmers Marquis
Jerrold Sandler

OREGON STATE SYSTEM OF HIGHER EDUCATION

DIVISION OF CONTINUING EDUCATION

DIVISIONAL RELATIONS

INFORMATION SERVICES
220 AGRICULTURAL HALL
UNIVERSITY CAMPUS
CORVALLIS, OREGON 97331

January 27, 1965

Mr. Harold E. Hill
Vice President
National Association of Educational
Broadcasters
1346 Connecticut Avenue
Washington, D. C.

Dear Hal:

Many thanks for your letter of January 8, regarding the Region VI meeting at the Western Radio and Television Conference scheduled for next month at the Sheraton Hotel in Portland.

We are delighted to know that you are going to be in Oregon and look forward to having an opportunity of talking and working with you during the sessions and during the time in which you are looking over the facilities in the city of Portland for the National NAEB convention.

I note that Luke Lamb has asked me to sit in on a meeting on the 16th, and I will be most happy to do so. Of course we are all plugging for the 1967 NAEB convention in Portland. I am confident the gang could do a wonderful job for you.

As to the Region VI meeting at the WRTC in February, it has been my expectation that those of you from the national office and from the various regional organizations (radio, television, instruction, and individual) would be taking the program times under your wing developing the actual content. I would be happy to name anyone or all four of your regional directors to be chairman of the evening meeting and I am assuming each one will take that role in the sectional meetings on Friday morning.

You have already received a letter from John Crabbe written back on December 14th in which he was predicting that the Thursday evening session would be engineered by someone from headquarters and John expressed the hope that Vernon Bronson would be available to assist in the session for individual members. He also expressed doubt that there would be sufficient interest in the individual member section on Friday morning that most of the subjects of interest to individual members of the NAEB would have been covered in the regional meeting on Thursday night. How do you feel about this?



Harold E. Hill
Page 2
January 27, 1965

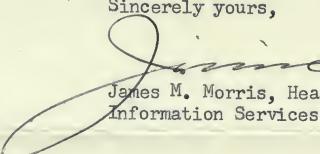
It seems to me that the evening session on Thursday and the section meetings on Friday should be organized in such a way as to be of the most advantage for the NAEB. I will play any role that you wish in the organization but basically it would seem to be in the hands of the regional directors and your office.

I have a personal feeling that the Thursday evening meeting should be started with a real good "kick-off" speech, sort of a vice presidential report to Region VI and then some of the others perhaps of the regional groups could very well be on the panel and those on the floor participate in the question and answer period. But the real meat of the evening could be in a presentation with which the session is begun.

After having heard Dr. Arthur S. Flemming and the keynote address on Wednesday night devoted to this changing society of ours, you might want to spend some of your time responding with the responsibilities that you see educational broadcasters and the NAEB possessing as they meet the challenges of the changing times. Ralph Steetle has put it rather well when he said, "If this conference helps broadcasters to help people meet these changes as opportunities rather than as crisis, the WRTC of 1965 will have been a success." Your regional meeting may wish to look at the challenges of these times of change. All of the general sessions of the conference will be devoted to this approach.

We look forward to your being with us and anticipate interesting times.

Sincerely yours,


James M. Morris, Head

Information Services

JMM:mh

18th Annual Session
WESTERN RADIO AND TELEVISION CONFERENCE
PORTLAND, OREGON

THEME: "The Responsibility of Broadcasting
In a Changing Society"

This post-conference mailing by the 1965 Program Committee is being distributed to all who were in attendance at the 18th Annual WRTC in Portland, Oregon, as well as to the membership list of the 1964 Session held in San Francisco. These pages contain the two major addresses of the conference.

"THIS CHANGING SOCIETY" Keynote address of Dr. Arthur S. Flemming, President, University of Oregon, and former Secretary of Health, Education and Welfare.

ANNUAL BANQUET ADDRESS - Mr. Lawrence Laurent, TV Critic of the Washington Post.

WESTERN RADIO AND TELEVISION CONFERENCE

PORLTAND, OREGON

February 17-20, 1965

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Keynote Address Given by Arthur S. Flemming, President,
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Education, and Welfare to Western Conference
on Radio and TV, February 17, 1965

All of us, I am sure, have been shocked in recent months by a book entitled "Thirty-eight Witnesses". It isn't fiction. It is an accurate account of a recent event. A human being is being murdered. Thirty-eight other human beings stand on the sidelines as spectators. They refuse to become involved. Yes, we are shocked, but what would we have done? What do we do when the human spirit is trampled under foot; to take just one example, by anti-semitism?

Just as we have been shocked by "Thirty-eight Witnesses" we have been thrilled by the bringing into being and the rapid growth and development of the Peace Corps. We have been thrilled that young men and women, older men and women have been willing to volunteer their services in order to become involved in the problems of their fellow human beings in all parts of the world. We have noted the satisfaction which they have experienced just as all who are willing to become involved in service to others experience satisfaction.

The issue which confronts our day it seems to me is clear. Will the day in which we live become known as the day of the Thirty-eight Witnesses? Or will it become known as the day of the Peace Corps? To become involved or not to become involved - that is the question. It's a question which confronts me as I go about my everyday activity. It's a question which confronts you as you participate in the everyday activities of the great communication process of our nation. For a few moments this evening I would like to face this issue with you - the issue of involvement or non-involvement in certain areas of life.

Take the field of welfare. At the beginning of the 1960s writer after writer and speaker after speaker were viewing with one another in denouncing our public assistance program. They were presenting to us what they thought of and described as a chamber of horrors. A city manager in Newberg in New York had the national spotlight thrown on him when he decided to be tough in his dealings with people on public assistance rolls. The State of Louisiana ruled that if an illegitimate child had been born in a family on public assistance rolls, the family should no longer receive help. As a result 23,000 children in needy families were overnight deprived of funds for food, clothing and shelter. Comparable action was taken in other states. Citizen after citizen stood on the sidelines shaking his head, but doing nothing.

Fortunately, our elected representatives in Congress responded to the leadership of the late President Kennedy and decided that the Federal Government should become involved, not in a destructive, but in a constructive manner. As a result the Public Welfare Amendments of 1962 became the law of the land - amendments which authorized the use of federal funds for programs that if implemented will rehabilitate many of those who are now on public assistance rolls and transfer them from the public assistance rolls to the income tax rolls. These programs will in many instances prevent dependency in community after community. Fortunately, many states (I am glad that Oregon is one of them) responded affirmatively to this opportunity to move in. Instead of getting tough they recognized that the conditions that existed were related to causes about which something could be done if society was willing to become involved and work on the elimination of those causes.

Next came the Economic Opportunity Act. It is an act which I believe can be utilized in a constructive manner to deal with these same problems. I am enthusiastic about it because it rests on the foundation of education. I am enthusiastic about it because it provides unprecedented opportunity for a unified community attack on the causes of dependency. There isn't any doubt in my mind but that the trend which started with the Public Welfare Amendments of 1962, which was continued by the Economic Opportunity Act of 1964, will continue. I believe that at the national level and at the state and community level there is strong support for increased investment designed to bring about the rehabilitation of those who are dependent and designed to prevent dependency.

At the same time that I note these developments in the public sector, I likewise note a renewed interest in making investments in organizations in the private sector that are playing a major role in the interest of achieving the same objectives. Sometimes we allege that if government becomes too much involved in attempting to work out constructive solutions to problems of this kind it will discourage the private sector from becoming involved. Actually the figures do not bear out that kind of a conclusion. A recent publication of the Department of Health, Education and Welfare points out very clearly that investments from the private sector in health, education and welfare programs have increased at the same rate as investments in the public sector. For every \$2 of public funds that we are investing in programs in this area today we continue to invest \$1 of funds from private sources. That was the ratio in 1950 and it was approximately the same ratio in 1934.

At the beginning of the 60s significant laws have been passed, funds have been appropriated, but the question still remains. Will we at the community level become sufficiently involved in a positive, constructive approach to the opportunities that confront us in the welfare field to take full advantage of these laws and of these resources? If we do, we are going to make tremendous strides in the direction of cutting down on dependency. The opportunity exists. Will we become involved?

Turning to the field of education, there isn't any doubt in my mind at all but that our society today knows that it must become more and more involved in the field of education. It isn't necessary to repeat all of the evidence that has been brought together pointing to the conclusion that our people must be provided with more and more educational opportunities and as a result of this growing conviction, that there must be a marked increase in the investment that society makes in the field of education. There isn't any doubt at all but that the federal government is going to increase its investment. There isn't any doubt in my mind but that the present Congress will pass major legislation providing additional resources in the field of elementary and secondary education. There isn't any doubt in my mind that the present Congress will pass additional legislation adding to the resources that it provided at the last session of congress for the field of higher education both public and private.

And as we face the fact of life that the federal government will continue to step up its investment in the field of education, oftentimes we ask ourselves the question - will this in the long run seriously impair the basic freedoms of our educational institutions at all levels? My answer, whenever I am asked that question is simply this - it could lead to that result. There isn't any doubt at all but that increasing involvement on the part of the federal government in helping to pay the bills of education brings with it the danger of controls that could seriously interfere with our basic freedom. To me this means that the educational community and the friends of education must become more and more involved in government in order to make sure that our system of checks and balances operates in such a manner as to protect education's basic freedoms.

Not long ago I was testifying before the House Committee on Education and Labor on the elementary and secondary education bill. One provision of the bill gives to the Commissioner of Education authority to establish criteria which could have a major impact on the way in which elementary and secondary education develops in this country. I was asked by a member of the Committee whether I thought the Congress should write into the law its ideas of the criteria that should be promulgated. I responded in the negative. I said that I felt it was better for the Congress to delegate this authority to the Commissioner of Education. I recognized that it would be possible for the Commissioner of Education to abuse that delegation of authority. I said that whenever that takes place - if it does take place - it is then incumbent upon the members of the educational community and the friends of education to appeal his decision as far as they can within the executive branch, and, if they do not get relief, to go to the appropriate committee of the Congress and ask for relief. Our system of checks and balances can be utilized in such a way as to protect our basic freedoms in all walks of life, but it will not operate to protect those freedoms unless we are willing to become involved in the operations of government, to express ourselves and to call for action when we feel that action is required.

There is one other relationship between the field of education and this whole issue of involvement to which I would like to call attention. I believe that education must do more than it has done and is doing to educate students for involvement in the life of our day. Let me cite two experiences to point out what I have in mind.

Last summer the United States Public Health Service gave a grant to the student government of the University of Oregon to enable 15 students to participate in the programs of county health departments here in the State of Oregon that are carried on in the migratory labor camps. I spent a day visiting those camps and talking with the students who were participating in the program. At the end of the day as I reviewed the conversations that I had with the students I was struck by the number of students who said to me - "As a result of this experience I have decided to change my vocational objective. And when I return to the University in the fall, I am going to follow quite a different course of study than I would have followed if I had not had this experience."

Two days later I attended a meeting of the Advisory Council of the PeaceCorp in Washington. During the course of the day Mr. Shriver made it possible for us to listen to six persons who had invested two years of their lives in the Peace Corp in other countries and who were back at PeaceCorp headquarters. I also had the opportunity of sitting beside a returned Peace Corp volunteer at a luncheon. Here again I was struck by the fact that four out of the seven with whom I had the opportunity of coming in contact said, "As a result of my experiences in the Peace Corp I have changed my vocational objective. I am going back (some of them, persons who had finished, they thought, their formal educational program) to an educational institution in order to obtain the training that I will need in order to meet my new vocational objective."

In other words, those University of Oregon students who participated in that migratory labor project, the Peace Corp volunteers who spent two years serving others in other countries learned by doing something. They had experiences which provided them with insights that no educational institution is capable of providing in a convincing manner.

I have also been very much aware of the fact that we have developing in all of the communities of our nation increasing demands for persons who are trained to serve in what we have come to think of as community service occupations. This is a job classification that the Department of Labor is beginning to recognize. Those who use it are thinking of occupations in both the

public and the private sector - they are thinking of governmental activities generally, they are thinking of public and private activities in the field of mental health and so on. The demand for persons who are trained to occupy these positions is far greater than the supply. If you are acquainted for example with the case workers' situation in the welfare field within your own community you know that in most instances the case workers are carrying loads way beyond what they should be asked to carry simply because other persons cannot be obtained. You know that in many instances there are persons employed as case workers who have had literally no professional training to help them in the carrying forward of these very important duties and responsibilities.

I am convinced that within our colleges and universities there are tens of thousands of undergraduates who are milling around without any clear idea as to what they want to do with their lives. I think that we could be of tremendous assistance to them if we would introduce into this community service area the work study concept that Antioch College in Ohio has carried out so effectively in cooperation with industrial concerns. Programs could be developed under which students would be residents for a given period of time, leaving the campus for one of these community service occupations as an intern or as a trainee, then back in residence again, resulting in a program that might take five years instead of four, but a program which would provide some income and at the same time give them the kind of experience that would make it possible to discover for themselves what it means to become involved in some of these great service occupations of our day. Having discovered what it means, they could shape their educational program accordingly. I believe that it would be possible for our educational institutions to make available to the communities of our nation far more persons who are motivated to become involved and are trained to become involved in an intelligent manner in the great issues that confront our communities.

We now turn to the field of human rights. Civil rights is the law of the land. For this we are thankful but it is becoming increasingly clear that civil rights laws will be applied to specific situations only if persons who are endowed with courage are willing to take risks and become involved in providing the leadership that is required if these laws are to be applied in a meaningful manner. There is a tendency sometimes on the part of all of us to say that getting the laws involved a terrific struggle. We can't expect these laws to change things overnight. It takes a while to change human nature. This, of course is true, but at the same time we must keep saying to ourselves, we have no right to ask men and women to be patient when their basic freedoms are at stake. I believe that if we are going to make the kind of progress in the civil rights field that we should make - be able to make - in the light of the laws that have been passed, it will come about only if we at the community level are to be willing to become involved in the situations which cry out loud for leadership. The lack of that leadership can lead to the development of festering sores and explosions.

In another aspect of this field of human rights, the Supreme Court of the United States is making it clear that the rights of the individual cannot be set aside under our Constitution even in the interest of what some refer to as effective law enforcement. These decisions on the part of the Supreme Court have stirred up a vigorous and at times a bitter controversy. How do we approach this issue? Do we stand on the sidelines and at times even join with those who abuse the Supreme Court for being unrealistic for being too soft? Or are we willing to become involved in discussions and in movements designed to develop methods of law enforcement that are even more effective than the methods that we have been using and that do not undermine our Bill of Rights.

Surely we are not willing to approach this whole issue with a defeatist attitude and say that it is impossible at one and the same time to have a meaningful Bill of Rights and also an

effective program of law enforcement. Of course it's a challenge to develop programs that are consistent with the Bill of Rights and at the same time provide use with the kind of law enforcement that we need in our community. But man is capable of responding to that kind of a challenge. Are we willing to become involved in what is in many, many communities the unpopular side of this issue? I believe that the interpretations of our Bill of Rights the Supreme Court of the United States has given us have become a fact of life. I believe that we should accept it as a fact of life, not reluctantly but willingly, as a challenge to develop meaningful and effective programs of law enforcement.

All of us are aware of the fact that we still have in our midst the extremist who believes that his cause is so just and so important that he can - and he feels must - ignore the concept of the dignity and worth of each human being in order to achieve objectives that he believes he cannot achieve in any other way. He is a threat to the life of our day. Do we stand on the sidelines and ignore him or do we defend those who are thusly attacked and thus run the risk of being attacked ourselves? Involvement in this issue does involve risk. Do we work with the extremist in an effort to bring him to the place where he is willing to give top priority to the concept of the dignity and worth of each human being. Involvement of this kind is risky and oftentimes frustrating, but isn't it the constructive approach to what is certainly one of our serious problems?

I went to Washington, D.C. for the first time to live and to work in the fall of 1927. As I think of the conditions that prevailed in the capital city of our nation in the fall of 1927 in the area of human rights and the situation that exists at the present time, there isn't any doubt in my mind but that we have made marked progress. Also, there isn't any question in my mind but that if we do not continue to become involved in these issues in the field of human rights that we can slip back very easily rather than continue to move forward. There is nothing in the present situation that guarantees progress unless we are willing to become involved.

Then also at this point in our history when we are watching developments in another country with genuine concern, it seems to me that all of us need to ask ourselves some questions about our involvement or non-involvement in the issues in the field of international affairs. Tonight there is convening in the City of New York an international convocation to examine the requirements of peace. Some of the outstanding leaders of the free world as well as from behind the Iron Curtain are going to examine this issue. In what context? In the context of Pope John's encyclical. Here was a man who was called to a position of leadership at a point in life when most of the rules of society would indicate that he should have been retired. He realized that he had only a short period of time in which to provide leadership, but in that period of time he was willing to become involved in the basic issues that confront our world to such a degree that his influence of course is going to live on for years and years to come. What a tribute that this international convocation is being carried on in the context of his letter not just to the members of the Catholic Church, but to all human beings everywhere. I read just recently of a statement made by Mr. Khrushchev to the effect that Pope John's intervention during that week when it was touch and go as far as Cuba was concerned had a profound effect on his thinking and on the decision that he finally made not to travel the path that he had started to travel.

One of the persons who will be participating in the International Convocation is Norman Cousins, the editor of the Saturday Review. In a recent issue of the Saturday Review he has this to say: "There are only two groupings of ultimate consequence on earth. One grouping consists of those who give thought to the implications of nuclear war and are willing to look and build beyond

national sovereignty in order to avert it. The other group regard nuclear force primarily as a form of advanced military weaponry at the call of the national sovereign state." We may agree or we may disagree with Mr. Cousin's classification. Are we willing to become involved in discussions that revolve around an analysis of this kind? Are we willing to look at what may be some of our built-in prejudices in the light of a world that has been changed by nuclear power?

As I read the accounts and as I listen to the broadcasts of what is going on in Viet Nam at the present time my mind goes back to the days when I served as a member of the National Security Council. I know something about the kinds of briefings that are taking place around the National Security Council table. As a result of the briefings to which I have listened, I believe that we should in season and out of season become involved in explorations that are designed to open up some pathways that we might be able to travel that would not lead to a nuclear war.

I am wondering what we think of the current discussions relative to the United Nations. Is this simply an argument over whether or not Soviet Russia and France should pay their dues and what would happen to them if they do not pay their dues? Of course it isn't that simple. It is far more involved than that. As I have listened and read about these discussions my mind went back to my days in college when I was an intercollegiate debator and in those days one of the favorite topics for debate was - Resolved that the United States should cancel the war debts. There were those who just simply would look at the question and say, "Well, why should we? We loaned them the money, why shouldn't they pay it back to us?" I am sure there are those who look at this issue involving the United Nations and say, "They owe it, don't they? They ought to pay and if they are not going to pay it, they ought to be thrown out, one or the other." And yet there is far more at stake than that. As far as the future is concerned are we willing to become involved in the kind of thoughtful discussion that tends to open up for us what is involved in this particular issue and then are we willing to join those who believe that we must leave no stone unturned to preserve an effectively functioning United Nations? This world of ours cannot survive a nuclear war. Somehow or other we've got to become involved in these issues to the point where we find a way out.

One other area is the field of religion. We face some interesting issues in this area in our country. Here again we are inclined to stand on the side lines rather than become involved. The Supreme Court of the United States again has presented us with one of those issues in its decision saying that under our Constitution students in our public schools cannot be put in a position where they are forced to either observe or participate in services of worship. Some persons became concerned over that decision. Personally I feel that it was a sound decision both from the standpoint of constitutional law and from the standpoint of sound policy. I do not want the government to compose prayers which a school board orders a teacher to offer in the classroom. That is not the proper function of government by any means. But I rejoice in the fact that Justice Clark in one of the decisions after making it clear that compulsory prayers and Bible reading in the public schools were in conflict with the Constitution, went on to make it clear that the public schools not only had the right but he thought, and the Court thought, an obligation to provide the students in our public schools with the opportunity of learning something about religion. For many, many years because of the uncertainty and the controversy revolving around worship services at the opening of the school day, we have developed an attitude on the part of persons in public education at all levels which in effect has said - look, if you want to stay out of trouble you just stay clear away from religion. The Supreme Court has now made it clear that under the Constitution of the United States it is perfectly legal to offer courses about religion. How many courses are being offered about religion in our elementary and secondary schools and in our public institutions of higher learning? Not very many. For many years we have been in the process of developing generation after generation made up of a large percentage of religious illiterates. We are still in the process of doing that.

The way is clear to correct the situation. Are we willing to become involved in movements within our own community which would develop a public opinion which will say to our school boards, to our superintendent of schools and our principals, we want to move in the direction of making it possible for our young people to know something about religion. If we are willing to take full advantage of the opportunities that have been presented to us by the Supreme Court decision, our generation can become known as the generation that made a significant contribution to wiping out religious illiteracy. We can't afford generation after generation made up of a large percentage of religious illiterates. It will do something in the long run to the nature of our society.

It seems to me that we not only have to think in terms of what our attitude may be toward this particular issue. I believe that we have to ask - what about our own participation in the religious life of our day? It seems to me that we do have to ask ourselves the question - Is worship a prerequisite to obtaining the strength that is called for by involvement in the issues of the day? But then there is another question that it seems to me we have to ask ourselves. The National Observer put out a book just recently entitled "Religion in Action." The opening paragraph of that book reads as follows: "Religion is at a turning point. From many sides traditional values, Protestant, Catholic, Jewish are being challenged. Materialism, racial violence, Communism, indifference, moral decay, slums, all of these forces pose questions that churchmen believe they must answer now. There is a growing company of men and women within the churches who feel that they must relate themselves, that they must become involved in issues of this kind." Are we likewise going to become involved? Or are we going to stand on the sidelines as spectators?

Well, I return to the point at which I started. Will it be the spirit of the thirty-eight witnesses or the spirit of the Peace Corps volunteers that will characterize the day and age of which we are a part? Are we, no matter what our vocation in life, willing to become involved in the forces which are at work and which if encouraged and cultivated can mean that this will prove to be one of the greatest ages in the history of mankind? To become involved or not to become involved, that is the question that faces all of us.

Banquet Address Given by Lawrence Laurent
TV Critic, Washington Post, Washington, D. C.
to Western Conference on Radio and TV,
February 19, 1965

It is always a pleasure to visit Portland, "The City of Roses". Every time I come in here it keeps running through my mind a line out of James Barrie's "Courage" speech at St. Andrews, 1922: "God gave us memories that we might have roses in December." Well, roses anytime of year in Portland seem to be excellent. It is a very special pleasure because this is the only place any more I get to see my good friend and informal teacher, Ralph Steele. I don't think any of us know fully what Ralph Steele meant to the educational television movement unless you were around Washington in those days when this movement was being threatened with extinction almost every day. It's a pleasure to see you again.

And for many years I've read and I've heard about the work being done at this Western Conference. I had heard that it was where the commercial and educational broadcasters met, somewhat relaxed and in an informal atmosphere.

Well the fine results of these meetings over the years is a monument to the people who attend these sessions. Thanks to Francis Murphy I did drop by one of the West's great newspapers, the Portland Oregonian today and I do have a couple of news bulletins for you. First, for the commercial broadcasters there is a new development in the Jackie Mason-Ed Sullivan battle. You'll recall Jackie Mason's hand gestures on the Sullivan program; Ed cancelled the contract; Mason filed suit for one million dollars. Well, today Mr. Mason announced that if he wins the suit, he'll change his name to "Goldfinger." Then there's a sort of minor bulletin for the educators. It seems that the word out of Colorado Springs is that the Air Force Academy is considering negotiation of a "test ban treaty."

I am always pleased when the commercial and the educational broadcasters get together. You have much in common and your common interests far outweigh your differences.

You see, every commercial broadcaster does teach, he does supply information, he does shape attitudes, habits, and he does help with the formation of informed opinion. And every educational broadcaster of necessity is involved with money; he must pay bills for power, payrolls must be met, equipment must be bought, and programs must be financed. And each group ultimately will survive the public acceptance of the role he has chosen.

Now in the sessions around here I have been particularly pleased that for the most part the Western Conference has avoided those snarling sessions we used to have back in the East. A lot of time was wasted while the educators decried the excesses of the commercial broadcasters and the commercial broadcasters responded with broadsides against the failures of the educational's establishment. Back the other side of the Rockies, you will recall, Ralph, we used to endure these pointless sessions and while we sat there the thing that kept running through my mind was a couplet out of Purcell's "Dido and Aeneas": "Great minds against themselves conspire and shun the cure they both desire."

So you understand why I am pleased to be with you and particularly for this consideration of the "Responsibility of Broadcasting in a Changing Society." So let's look for a moment at some of the ways this society is changing.

I guess everybody knows the most archaic joke in Washington springs from the translation of the words that are chiseled on the side of the National Archives building. The words are: "The past is prologue." And just about any one of Washington's 11,000 cab drivers can tell you that translates into a bureaucrat's phrase for "Brother, you ain't seen nothing yet."

Well from the publications by the National Aeronautics and Space Administration comes this note: 90% of all the scientists who ever lived are alive today. Or a few thoughts from Dr. Jerryold R. Zacharias of the Massachusetts Institute of Technology: "More new knowledge has been developed in physics in the last twenty years than in the preceding two thousand years," and adds Dr. Zacharias, "the need for technological manpower alone, scientists and engineers, will more than double by 1980, will more than triple by the year 2000."

Or look to one of the convictions of the Educational Media Council that, of the children now in grades 1 through 6, 50% will work in occupations that do not now exist.

A changing society? Brother, you ain't seen nothing yet!

Some of those physicists who are working with the wonders of the Laser beam and major amplification could profoundly change the very nature of the regulation in broadcasting because it will lift it into an area of plenty in the spectrum, into an area where there is no shortage of frequencies; and the whole philosophy of regulation to allocate a scarce commodity will have to be changed.

Now certainly the engineers will continue to decrease the size of broadcasting equipment. We have seen some of that here right next door. The tools of the electronic journalist, for example, will become more portable and less intrusive at public events. And as they shrink in size and become less obtrusive our friends in the American Bar Association will lose the final and last reason for not allowing the electronic journalist full access to the courtroom.

If we were concerned tonight with only the technical achievements in recent years, I think we might find a new respect for some words uttered by Mr. William Faulkner: "What's wrong with this world? It is not finished yet. It's not completed to the point where man can put his final signature to the job and say 'It is finished, we made it and it works.'" Well, our changing society is no where near finished but it is working rather well.

All right then what about the part of the theme of this conference that is concerned with something called responsibility? Well let me look backward to 1941 for a moment and to a speech made by a wild-eyed old radical called John D. Rockefeller, Jr. "I believe," he said "that every right implies a responsibility, every opportunity an obligation, every possession a duty." Which leads me to the fact that broadcasters are in a peculiar business. It's the only business in this land that begins with an open declaration that you will do good for a community, a town or a city.

And all that the Communications Act of 1934 really means when all of its 146 pages are digested is one simple declaration by a broadcasting applicant: "Give me the license and I will make my community a better place." And then to a degree unknown in broadcasting anywhere else in this world, you are left free to exercise your good judgment and to carry out that responsibility. Because this word responsibility really means one thing, and right out of the dictionary, "the ability to meet obligations or to act without superior authority or guidance." Responsibility in broadcasting means also the ability to seek and discern the community's goals, its hopes.

Responsibility means that you will help with solutions to problems and that you will strengthen the economic base and it means most importantly that you will help to narrow the gap between the individual citizen and his elected officials. Because responsibility is a great big job and perhaps by now you will join me in seconding the thought that appears in Romain Gary's "The Roots of Heaven" where he says, "Dogs aren't big enough anymore; men need elephants."

All the technological advances that we've discussed aren't going to help you much in this area of responsibility; we are going to need in growing numbers, people who are dedicated to broadcasting, people who will master those grubby disciplines, and be willing to sweat through the masses and masses of information to get at meaningful, understandable facts. Of course there are problems and there will always be problems in an industry that has grown and prospered on controversy.

In Washington at this particular moment a small fire is burning over the chaotic state of the rules of political broadcasting, and I hope I contributed some fuel to that fire in my work with Newton Minow. Right now there isn't a broadcaster in America or a communications lawyer who can predict accurately just how the Communications Commission will rule on a pending equal time case. For example, in the recent campaign, a President's news conference was not exempt from equal time although the presence of several hundred reporters would seem to indicate that bona fide news was being made. Well, how about a President's appeal to the citizens to support something as non-controversial as the United Fund? Well, each licensee was advised to make up his own mind and to defend himself against the possible consequences. When our President went on the air to give a report in three areas of crises, it was a talk that was scripted and planned and control rested completely with the President who was also a candidate. Well, folks that was exempt by a ruling of the FCC, a 3-3 split in the United States Court of Appeals and by a 6-2 vote in the Supreme Court not to hear arguments in the case.

It isn't surprising that Associate Justice Arthur Goldberg descended in that vote and noted that a number of recent FCC rulings "have not been wholly consistent."

Congress in the current session is interested in a certain amount of harassment about the Fairness Doctrine, but no congressman is yet willing to give the broadcaster his head. Now one of the reasons I am out here is to ask you not to let this controversy follow the traditional pattern. The usual pattern is to get worried about Section 315 of the Communications Act about 4 months before a national election. The time to ask for repeal, or at a very minimum, reform, is right now. And it's here I ask that you assert your responsibility and demand that broadcasters be treated as adults.

Another small conflagration is over the FCC's requirements in the area of religious broadcasting. A fine communications lawyer and my good friend Marcus Cohn holds that this requirement violates the first amendment; the one that says "Congress shall make no law respecting the establishment of religion and the free exercise thereof."

Then came Commissioner Levinger last month with a nice legal brief, 123 footnotes and citations, and he proved to my satisfaction that the FCC is violating the Supreme Court's recent insistence that the government be neutral, neither for nor against, those matters pertaining to religion. You see I happen to believe after many years being close to this business that the broadcasters would serve the religious interests of a community without a demand from the FCC. And here again is one more place to assert your responsibility.

Now let's look at the pocket book issues, the money issues. What are we going to do about community antenna television? Well, first, the most powerful lobbying force in the broadcasting business, the National Association of Broadcasters, isn't going to do anything. It can't. Too many of its broadcasting members have invested in CATV and they like the results of those investments. The majority at the FCC act as though they would be most pleased if this very politically dangerous issue would simply disappear. One major group of broadcasters is demanding for CATV what they abhor for themselves: tough, tight, restrictive legislation, and the full protection of a broadcasting station. And for the sake of all of you, this particular group had better move carefully. It is not easy to drop poison into a bucket of water and taint only a few drops. You start dropping poison into a bucket, you usually taint the whole bucket. Certainly much litigation and court wrangling is ahead for all the CATV operators. It might take a good ten years to determine precisely the property rights and the payments due for those who write or produce or perform programs. Programs that are sent over the air and relayed by a CATV system. Inasmuch as I am not handicapped by a legal education, I won't take this into any deep involvement, I just simply have to rely on what Justice Oliver Wendell Holmes wrote in the Supreme Court majority in 1914: He upheld the copyright owners' right to control public performance of a musical work for profit and his exact words are going to be bounced around so many court rooms over the next few years, I'll give you exactly what he said. "If the music did not pay, it would be given up. If it does pay, it pays out of the public's pocket. Whether it pays or not, the purpose of employing it is profit, and that is enough."

Well, remarkable performances of some of the very fine people in the CATV business have a counter-argument. They say, "we don't sell programs; we sell the cable connections and reception equipment." At the moment that argument is working pretty well. Some people think this kind of reasoning ranks very close to the dairyman's argument that he doesn't sell milk, he merely provides bottles.

Advertising supported broadcasters hold up the specter that CATV is the easy way to a national pay television system. This, they say, threatens the entire structure of our present system. Well personally having studied pretty carefully the FCC writs and requirements for pay TV, I have very serious doubts that it will be profitable at the present time. There has never been a test that made money. And I have even greater doubts that the simple attachment of a cash box to a TV set will automatically wither away the present system. The greater question, however, is whether intellectually honest people can accept the premise that our status quo has some kind of right to eternal life. You have to remember that the arrival of television itself in the United States completely changed the nature of radio and all but wrecked the motion picture business.

One broadcasting attorney who has earned our respect has already sounded a warning and I must agree with him. That a relatively free broadcaster is asking for trouble when he begins to demand protective regulations coupled with restrictions on his competitors. If there is one thing certain in your future it is that you have much greater competition in all forms. We talked today about the all channel television receiver bill. That means ultra high frequency will have a more favorable chance to compete.

Already we can see the results of the federal aid to educational television and that means construction of more stations. There are indications in Washington that eventually FM radio is going to be separated completely from AM radio and about time. Economic development and social change indicate that we are going to need more stations. The population

continues to grow at a great rate and there's a funny kind of polarization in that growth. Almost half the population is under the age of 25 and the group past 60 gets larger and larger.

Now to broadcasters this seems to mean that there's lots of business over here for the Beatles and there's lots of business over here for Lawrence Welk. Coupled with this is automation which forces industry to give greater leisure time to production workers. In short more people with more time to look at television, more time to listen to the radio, and if providence is kind, to read newspapers and books.

There are strong signs that there will also be more money. I have to apologize because almost any economic forecast stirs up a certain amount of disagreement, but the one that has drawn the greatest acceptability was published last spring by the Twentieth Century Fund called "U.S.A. AND ITS ECONOMIC FUTURE." It caused a highly conservative publication such as Business Week to devote three pages to summarizing this forecast and nearly all the comment in that publication was favorable. What was forecast here was an increased rate of growth and our reaching a gross national product of about one trillion dollars in 1975. They interpret this growth to mean an increase in consumer spending, an increase in productivity and a reduction in the work week.

From all indications we also seem bound to continue our trend toward replacing rather than repairing. Something close perhaps to Aldous Huxley's terrible slogan of BRAVE NEW WORLD "spending beats mending." At least so far we haven't had to go through the shock that was put upon a pair of visiting British dignitaries. It seems that in New York City--there was a very attractive young lady who was taking a shower; the room got sort of hot, she decided she would open a window, one of these things that push out. And it was stuck. She pushed; it didn't work. So she backed off and ran at it. It flew open, she fell out the window; a short distance, but upside down in a garbage can. Just about this time our British visitors turned the corner and walked past this curious sight. And one of them looked at the exposed portions of this lady and he said, "now you see what I mean about waste in this country."

Much more seriously, I hope, is the continuing need for the forces of advertising in what is sometimes called the economics of discontent. Our economy depends in great part on the sale of low cost packaged goods and here for a long time production has gone much faster than consumption. What that means to me is that our society will need even more mass media advertising, the kind that creates and sustains the need for more of these kinds of goods.

The other part is that there is still a lot of use left in the United States' portion of the broadcasting spectrum and ahead is the continued specialization in the use of radio with stations aiming at minority tastes of every kind and doing it in prosperity. With the rapid expansion of the number of television stations, specialization has already begun. There's a television station WOOK in Washington that aims solely at the Negro market. There's a new television station in Detroit that looks solely to the people who are interested in sports. All of this illustrates that this electronics revolution does move at the speed of light.

The question comes, are there some threats to our society in this revolution? And of course there are, and we will have to prepare for them.

We have already speeded up communication and transportation to the point where the small unit of local government has declined in importance. Problems tend to be solved on a

regional or national basis and we do have centralized big government and in the future it will become more centralized and will get even bigger. There is danger too in the role that mass media plays in what Professor Dallas Smythe called its role as the agenda setter for human problems. He compares mass media, favorably I hope, to the House Rules Committee, and refers to it as an "agenda for our consideration."

Professor Smythe is so worried about the atom bomb he's now teaching up at Saskatchewan where he thinks he'll be safe and this is reflected in his conclusions here. "If the mass media perform these functions as the agenda setter for human problems, without marked and systematic bias society is well served; but if the mass media fails to discharge this function well by reason of socially dysfunctional bias, then their own survival and society's survival is in jeopardy."

As an illustration and example let's look for a moment at the results of the new forces at work as racial groups push for equality. S. I. Hayakawa the semanticist out of San Francisco wrote for us at one point, "television like radio bypasses literacy and it makes its commercial promises without regard to race or color." And he concluded, "in the television programs, Americans learn to see themselves as people not willing to be pushed around and our Negro young people have learned that lesson and they will be pushed around no longer. The work that television has done cannot be undone."

Going with this is a reverse side, a side that too many people seem not to know about. In my native Southland there have been inexcusable treatments of free citizens who were black for at least 100 years. And certainly there had been riots before. But the public's knowledge of the inhumane treatment and the violence rested solely on words that appeared in cold type and in half-tone engravings. Two years ago in our summer of discontent, there was something different about public reaction to riots in Birmingham, Oxford, Mississippi, New Orleans or Little Rock. And I think that it was because our knowledge of these events came daily into our homes, it came from pictures that moved, and with sound that screamed and there was in that phrase Mr. Morrow used in connection with the new mass media. "There was in each of these reports a reality as fundamental as birth or life or death; there was the reality of police dogs, fire hoses, the police night sticks, and the marching militia. And as a result public indignation and support among those far removed physically from the scene took on a new intensity and we got our first civil rights bill that means anything since the Civil War."

And what I am trying to prove here, if indeed proof is needed, is that responsibility of a broadcaster in a changing society is not going to diminish. Your responsibility grows greater and your acceptance of responsible roles will very likely determine the route this society is going to take. Whether we will finally reach those still unspecified goals of the Great Society or whether we become one more western culture that had all the gifts for greatness but couldn't stand responsibility.

Well, I'll predict that we are going to make it and as Ralph Waldo Emerson's words written about 100 years ago have more meaning for our time than for his own, the words were "We think our civilization is nearing its meridian but we are yet only at the cock crowing and the morning star."

Ladies and Gentlemen, I count it a great pleasure to be with you at this 18th Annual Western Radio and Television Conference and for some final words I would look to a few thoughts that were set to paper by a brilliant young lawyer who used to work in Washington for President Kennedy. His name is Theodore Sorensen and in a time of sorrow here is what he wrote. "Ours is a generation under pressure, engaged in a struggle we did not start and a world we did not make. We cling to the old hopes of freedom and peace. But first, we must halt new terrors to tyranny and war, and our generation has been chosen to usher in either a new generation of terror or a generation of hope. For if the world cannot be saved by the spirit of youth, it cannot hope to save the spirit of the ages. And we who are young among men serve our society to preserve what is as old as man: his quest for peace and freedom. We do not despair for that ancient quest today is the ocean crest of tomorrow. No hand of iron can stay it, no wall of stone can confine it. A single breaker may recede but the tide is coming in."

EXECUTIVE DIRECTOR
Jerry Sandler

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October 20, 1964

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Ever since taking over John Witherspoon's NER duties and his file, I've been meaning to get a letter off to you to pick up the threads of his correspondence with you regarding the NER, the NAEB, and the WRTC. Your letter of 7 October to Harold Hill brings me up to date nicely, and answers in advance a number of questions which I wished to raise.

First of all, I want to offer my hearty endorsement of placing the all-NAEB meeting on Thursday, with divisional sessions on the following morning. John Witherspoon and I discussed, before he left for Washington, a possible approach to programming such an all-NAEB session, and I'd like to outline our thinking here, and invite your reactions, and those of the others to whom copies of this letter will go.

Essentially, it seemed to John and myself that what's needed most is a fresh look at the new face of NAEB, now far more complex and active in many new dimensions. Traditionally, Bill and Harold have joined us at WRTC to bring us all up to date, but NAEB has grown so that it seems to us that a new, and even radical, technique is in order. What I'm proposing is this:

We assemble at 7:15, and, allowing five or ten minutes for the meeting to come to order and the session chairman to introduce, briefly, those members of the NAEB Board who are from the west, we settle down before an appropriate number of TV sets on which, promptly at 7:30, we see an NAEB Special Report from Washington. Contents: Bill, to introduce the program and introduce Scott Fletcher to report on ETS, Jerry Sandler on NER, Jim Fellows on ECS, Vern Bronson for the Individual Members Division, and, perhaps others, as well--John Bystrom for HEW, Frederick Breitenfeld on the ETS-USOE Project, even Commissioner Henry if possible. Following the formal portion of the program, we're open for questions and discussion from the floor, put to both the regional represent-

atives present (Crabbe, Engar, Lewis, Norwood, et al.), but to the people (some of them, anyway) whom we've just heard from Washington. In general, then, does that seem an appropriate tack to take in the context of the new 1965 NAEB?

If you've read this far, you may be thinking that I've lost my mind, talking about television from Washington, and direct talk-back, diagonally across the nation, but I do have a rational approach to accomplishing all this.

The thirty minute(or even hour-long) TV "star-studded spectacular" we pre-tape with a little cooperation from WETA-TV. With an electronic editor, it would not even have to be done in a single session. Witherspoon says he's willing to oversee that end of things. As for getting it on five or six TV sets in Portland, it shouldn't be too difficult to enlist the cooperation of one of the exhibitors. If KOAP can clear the time in their schedule that evening, the "Report" ought to make interesting viewing for the general audience, as well, if given a proper introduction. If time on KOAP is not possible, again I'd propose to go to an exhibitor or potential exhibitor (say Ampex, Sony, Dage, etc.) and have the original Washington tape dubbed down to slow speed helical for playback for the session.

As for the talk-back, that follows the pre-taped session. What's necessary is that we set up a conference call in advance which included all or most of the people who appear on the tape. If we can gather them in some central place in Washington, such as 1346 Connecticut, they can use a telephone amplifier on the conference table. In Portland, we do the same thing, or hook into the meeting room PA system.

Assuming that, under this plan, neither Bill Harley nor Harold Hill will need to fly to Portland, the total bill for the set-up ought to represent a net savings. Witherspoon is willing to work free as producer of the tape, for the good of the cause, and I'd hope that we can get WETA's cooperation. Even if we have to rent studio time to produce the Washington end, the cost should still be less than two round-trip air fares, plus living expenses. (In fact, it seems to me reasonable that the NAEB front office ought to underwrite the cost of project.) The phone link should come in for less than \$200 if we handle installation. . .at least, that's my guess.

As for the Friday morning sessions, I have some ideas on what we might do in Radio, and I'll query the NER-6 stations for their ideas, via PL-6.

I'm sending copies of this to all those who have been in on your exchange of letters with Harold, plus Ken Harwood, with whom I spoke last week at the NAB Regional Conference, and a few names which he suggested. Thus the long list of cc's. I'm sure that we'll both be interested in the comments which any of them care to offer.

The consensus may well be that I have lost my mind. In that case, as H. L. Mencken used to reply to his critics: "You may be right."

Cordially,



Frank W. Norwood
Associate Professor
Speech Arts(Broadcasting)

FWN:ah

cc: Messrs: Harley, Hill, Witherspoon, Lewis, Engar, Day, Crabbe,
Steetle, Harwood, Loper, Lange, Essman

OREGON STATE SYSTEM OF HIGHER EDUCATION
DIVISION OF CONTINUING EDUCATION

EDUCATIONAL MEDIA
219 COLISEUM
CORVALLIS, OREGON 97331

October 7, 1964

Mr. Harold Hill, Vice President
National Association of Educational Broadcasters
1346 Connecticut Avenue, N.W.
Washington, D.C.

Dear Hal:

This is to report progress on the basic planning for the Western Radio and Television Conference, scheduled February 17-20, 1965 in Portland, Oregon.

In blocking out the format for the sessions, it seems wise to give Thursday evening the NAEB Regional (8:00 to 10:00 p.m.) and Friday morning (9:00 to 11:30 a.m.) to your section meetings for radio, television, instruction, and individual members. I hope this seems workable to you and provides sufficient time for the NAEB business that should be conducted here in Region VI.

Incidentally, John Witherspoon in an earlier letter said, "Since part of NAEB's problem is that no one speaks for all of it at the regional level, perhaps you'll want the directors to name a person who can represent us by mutual consent." By any chance, was your reference to your increased role at the regional level an answer to this problem? How best do I continue in making further provision for the sessions? I'll appreciate your advice.

We look forward to having you with us. Sorry I won't see you at Austin.

Sincerely yours,

James M. Morris
James M. Morris
Assistant to the Director
EDUCATIONAL MEDIA

JMM:eh

Encl.

Air Mail

cc: Frank Norwood
Dick Lewis

Keith Engar
James Day

John Crabbe
Ralph Steetle



1965: Western Radio and Television Conference
February 18 through 20
Sheraton-Portland Hotel
Portland, Oregon

Steering Committee Memo #3 (September 16, 1964)

A no-host luncheon was held for the Conference Steering Committee at the Sheraton on Tuesday, September 15, with 17 members of the group in attendance. We were especially pleased to have two veteran Pacific Northwest members of the WRTC Board of Directors, Allen Miller, from Pullman, and Merle Kimball, from Tacoma. Both had to travel a considerable distance to make the session. Loren Stone and Ken Kager, both of whom had hoped to make the meeting, found conflicts which prevented their doing so.

Those in attendance included: John Shepherd (representing Glenn Starlin who is now in England), Ken Butler, Kingsley Trenholme, Rita Duart, Luke Roberts, Kenar Charkoudian, Patricia Swenson, Lester Mock, William McGrath, Mildred Burcham, Elizabeth Patapoff, Bernice Tucker, Allen Miller, Merle Kimball, Sam Herrick, James Morris, and Ralph Steetle. We refer you to Steering Memo #1 for the varied educational and commercial backgrounds which these people bring to conference planning and development.

The discussion opened with Morris outlining briefly the background and format of the conference in order to orient those members of the committee who have attended WRTC only infrequently or perhaps not at all in years past. Two statements were read to assist in this interpretation of conference purpose:

1964 Program - "Interchange of ideas and communications among the community of persons interested in non-commercial, public-service, and educational uses of radio and television."

1953 Program - "A Conference accessible to the Western states where all who share a common interest in the greater use of radio and television in the public interest can gather for an exchange of ideas."

Your chairman quickly discovered he had been unfortunate in the choice of the word "umbrella" to describe the role of WRTC in serving the West Coast and national organizations allied to public service broadcasting and which have traditionally gathered to hold sessions or informal luncheons adjacent to, or within, the dates of the conference. Suffice it to say that your program committee will devote its attention to the full development of the main themes chosen by the Steering Committee for the 1965 Western Radio and Television Conference.

Ralph Steetle, general chairman for 1965, in opening the committee consideration of the session, as a discussion starter brought out two points of concern:

1. A word of caution - directed perhaps not so much at the Steering Committee as to the WRTC Board of Directors - that in the light of formal organization that has taken place (incorporation, By-Laws, etc.) that the association must take care not to become over organized...but that the WRTC must survive its organization.

2. That a climate be so established for the 1965 WRTC that the differences which exist between educational and commercial broadcasting in the Northwest region may complement each other, thereby making public service broadcasting of maximum effectiveness for the people of the western states. There was considerable discussion on this second point centering about the possibilities or difficulties to be met in programming it as a theme for the conference. The idea was passed along to the program committee for its consideration as a climate within which the sessions should be conducted.

The thought was raised as to whether times have changed so much since the beginnings of WRTC, and that perhaps educational and commercial interests do not today have the common ground which prevailed 10 or 15 years ago. Several spoke to the point, to the differences to be found in local broadcast situations and needs. The fact was emphasized that people of all interests can and should come together to discuss the common problems of responsible broadcasting.

As the search for a conference theme continued Allen Miller led the group towards the role of broadcasting in a time of social change. Out of this search came the final choice:

"THE RESPONSIBILITY OF BROADCASTING IN A CHANGING SOCIETY"

It was the consensus of the group that a prominent authority in the area of social change should be sought as the one to keynote the conference on this topic of "Our Changing Society", and that later sessions in the conference then devote themselves to: a) the role of responsible broadcasting in this changing society, b) the task of opening peoples eyes and minds to the effects of social change, and c) to the extent possible to look for broadcast opportunity to accomplish this task. All of this in the hope that the 1965 WRTC can provide its membership with a small amount of "lead time" of awareness" to upcoming social change - so that broadcasters do not find it necessary to handle change as crisis.

This office, in consultation with your general chairman, will proceed immediately to the task of appointing the committees for program, exhibits, and arrangements, together with such other assignments as are needed to properly handle the 1965 session.

Suggestions and comments are invited from members of the Steering Committee who found it impossible to attend the September 15 meeting (and any additions, corrections, etc., from those of you who were there!)

Our many thanks,

James N. Morris
Coliseum 219
Corvallis, Oregon

jnm/rbh

*File
Region VI*

August 3, 1964

Mr. James M. Morris
Assistant to the Director
Educational Media
Oregon State System of Higher Education
Corvallis, Oregon

Dear Jimmie:

Thank you for sending me a copy of your letter to John Witherspoon relative to the 1964 Region VI meeting.

I can assure you that, so far as the national office is concerned, we very much want to help plan a successful Region VI meeting in connection with the WRTC. Bill Harley and I feel that it would be a good idea to devote a full day to a regional meeting, so perhaps, if our Directors in Region VI agree, all day Wednesday, February 17, would be a good time, as you suggest.

Although the four NAEB Directors in that Region (one from each Division Board) will actually do the planning, the national office was instructed by the Board at its meeting in Columbus to assume a more active coordinating role in the various regional conferences.

At any rate, this is just to let you know that, so far as the staff is concerned, we welcome the opportunity to have a Region VI meeting, and would suggest all day Wednesday. I'm sending copies of this letter to the four Directors in Region VI.

Sincerely,

Harold E. Hill

HEH/mlm
cc: John Witherspoon
John Crabbe
Keith Engar
Dick Lewis

OREGON STATE SYSTEM OF HIGHER EDUCATION
GENERAL EXTENSION DIVISION

DEPARTMENT OF EDUCATIONAL MEDIA
XXXXXXXXXXXX 219 Coliseum
CORVALLIS, OREGON

July 27, 1964

Mr. John P. Witherspoon
KEBS, San Diego State College
San Diego, California

Dear John:

We've had better than four months now for the events of the 1964 Western Radio and Television Conference to simmer down into their proper perspective, and during which more or less random thoughts about the 1965 session in Portland have had a chance to incubate.

This letter is to cause some sort of action to take place in regard to the needs and wishes of the NAEB for its regional meeting next February in Portland. We have some very positive ideas about the value of NAEB regional meetings in conjunction with the WRTC, and wish for the sessions that are planned by this year's Steering Committee to fully satisfy NAEB wishes.

Before the 1965 Steering Committee meets next for definite action regarding program, I would hope that you express your own ideas as to what time is desired exclusively for the regional meeting. Also, I would like to suggest that we capitalize on the cooperation between the two groups to have one of the general sessions of the WRTC sponsored by the NAEB.

A similar letter is going to each of the other organizations for which WRTC serves as an "umbrella". The Association for Professional Broadcast Education, Alpha Epsilon Rho, and the new Instructional Television group, which was formed here on the West Coast just two years ago. They voted this year in their meeting at Corvallis to join with WRTC in Portland in 1965.

With WRTC scheduled for Thursday, Friday, and Saturday, February 18, 19, and 20, would it be your wish to reserve Wednesday afternoon, evening, or all day for the purposes of NAEB regional affairs?

We look forward to hearing from you. The Steering Committee will meet early in September after some of us return from vacations. Your ideas will be

Mr. John P. Witherspoon

-2-

July 27, 1964

of great help to us in that discussion where some definite plans will have to take shape.

Sincerely,

James M. Morris
Assistant to the Director
Educational Media

JMM:eh

cc: Harold Hill ✓
Keith Engar
John Crabbe
Ralph Steetle
James Day

Hi, Hal!

April 2, 1964

Mr. Gary N. Hess
Coordinator, Instructional Television
University of California
Santa Barbara, California

Dear Gary:

Enclosed is a photocopy of a letter I received last summer from Vic Hyden. In view of the fact he had been privy to earlier correspondence between Ken Winslow and others on the West Coast and me, I believe you can understand why I didn't feel he expected an answer. In addition, one point in his letter bothered me when it came to a consideration of NAEB involvement. You will notice in the next to the last sentence on the first page, he says, "...we are not interested in junior colleges, colleges, or university activities and/or operations." I presumed from this that they were interested in something that would serve only elementary and secondary levels. Apparently I was wrong.

I certainly had no intention of slighting Hyden and really know nothing about him. I would appreciate it if you would let me know something more about him. I agree that it would be well to try to win him over to our cause. Please let me know in a day or so about this -- although, at this point, I'm not sure what I will say to him.

We have realized that there has been a lack of interest in the NAEB in the West, but we have sought to do all we could to remedy this. As I may have mentioned to you earlier, we changed our By-Laws several years ago to make it possible for tax supported institutions in California to belong to the NAEB. At this time, the modification was welcomed, and we felt that this was a big step in the right direction. Bill Harley traveled to the West Coast for the Western Radio and Television Conference to show NAEB's interest and to attend the NAEB Region VI meeting. We felt, also, that Dick Lewis' being added to the Board would have a considerable impact because he is certainly one of the recognized leaders on the West Coast, and we believe he will be able to do some excellent missionary work.

I realize that, at the outset, the Instructional Division will not be able to provide as many obvious services as members and prospective members might hope for. However, the Board of the Instructional

Mr. Gary N. Hess (continued)

April 2, 1964

Division, realizing these problems, has met again since the meeting in Columbus, and Charlie McIntyre is currently preparing a "Newsletter" to send to members of the Instructional Division explaining plans for member services. He is also preparing a questionnaire to go to non-members to determine what services they would like to see the NAEB provide. The Board will then evaluate the responses as they plan for new services for the Instructional Division.

I hope this letter does not appear to be defensive. I certainly do not intend for it to be that way, but am merely trying to explain some of the problems being faced by the new Division and indicate some of the steps they have already taken.

I am sure that Dick Lewis and other members of the Board would welcome any ideas you have. You can be sure that the staff will attempt to do some missionary work on the West Coast.

Thanks for your help, Gary. We appreciate your keeping us abreast of the situation.

Cordially,

Harold E. Hill

HEH/mlm

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

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SANTA BARBARA • SANTA CRUZ



SANTA BARBARA, CALIFORNIA 93018

March 26, 1964

Mr. Harold E. Hill
NAEB Headquarters
1346 Connecticut Ave., N.W.
Washington, D.C. 20036

Dear Harold:

I have just returned from the West Coast Instructional Television Conference in Corvallis, Oregon. You'll remember that it's one of the splinter groups we talked about in Columbia. What I'm going to say may not surprise you but it should give you food for thought.

NAEB is a nasty four-letter word in these parts, podner, and something had better be done to clean it up for the folks down home. I went to this conference, among other things, to urge its participants to support their national organization. It was not a successful undertaking. "Their national organization" to them is a group of old radio broadcast fuddy-duddys in the Midwest who refuse to recognize that there are more than cowboys and Indians in the West.

Particularly vocal against the notion was Vic Hayden who wrote to you sometime ago and, he tells me, never received an answer. Vic's is a powerful voice and it did little to improve NAEB's image at that conference. Harold, the NAEB is in trouble out here and it's going to take some hard work, careful planning and some faith to build up membership here. We made one good step, I think, and that is scheduling next year's WCITWC adjacent to the Western in Portland. This should give NAEB a chance to show its stuff.

I think it would be very politic to do a little smooth talking to Vic Hayden with particular emphasis on NAEB's new Instructional Division and its recognition of the West's increasing importance in the national picture. Don't tell him I sent you!

I got the literature you sent well distributed but more needs to be done. One thing, I think it would strengthen the western section with a healthy dose of red corpuscles.

We need to move quickly on this and show them the NAEB means business and it earnestly wants to up-date its image from the old insular mid-westernism. The time is now.

Warmest regards,

Gary N. Hess
Gary N. Hess, Coordinator
Instructional Television

January 8, 1964

Mr. James M. Morris
Assistant to the Director
Department of Educational Media
Oregon State System of Higher Education
219 Coliseum
Corvallis, Oregon

Dear Jimmie:

Having heard nothing from you recently regarding the forthcoming Region VI meeting at WRTC, I presume all plans are proceeding apace. Unfortunately, finances will permit only one of us to attend the meeting, and since I have to come to Portland anyway in the near future to "examine" it as a potential 1967 NAEB convention site, I have been tapped.

I am delighted with this opportunity, and will be willing to participate in any way you desire. I presume my participation will probably be during the Thursday evening session since the Friday morning session has been set aside for each NAEB director in that region to meet with members of his division. I presume, also, that these fellows are making some plans along that line. Incidentally, you might want to fill in Dr. George Steiner who has just been elected to replace Dick Lewis on the NAEB Board. Naturally, if it is desired, I can spend some time with each of these division groups on Friday morning.

Since the Board members from Region VI will want to make some sort of presentation to the general NAEB group on Thursday evening, I will be happy to sit in on a questionsanswer session about the NAEB reorganization, serve as a panel member, or do anything that might be helpful to you. Please be assured that the above is only a suggestion since I know that you and the directors have definite ideas about what you want to do. I would appreciate your letting me know to what extent you desire to have me participate.

Sincerely,

Harold E. Hill

HEH/mlm
cc: Keith Engar
John Crabbe
Frank Norwood
George Steiner

MLM - FILE REGION VI

January 27, 1964

Mr. Ken Winslow
Television Office
University of California
Berkeley 4, California

Dear Ken:

I simply want to thank you for your fine efforts with the forthcoming NAEB Region VI meeting. Your memo to the new Directors concerned (except that Schenkkann is in Region V, but I presume Texas is involved in the Conference anyway) was a fine idea, and I'm glad to see that you've talked to John Witherspoon and that things are progressing well.

So far as I know now, Bill Harley is planning to attend the Conference, and from the work you've done I believe the NAEB members in the Region should be well informed about it...so it should turn out very well.

I expect to have an opportunity to chat with John about the Regional meeting at the time of our Radio Division Board meeting in Chicago on January 29th.

Thanks again for your fine cooperation and help.

Cordially,

Harold E. Hill

HEH/mlm
cc: John Witherspoon

UNIVERSITY OF CALIFORNIA

TELEVISION OFFICE
BERKELEY 4, CALIFORNIA

January 17, 1964

Mr. Harold Hill, Vice President
National Association of
Educational Broadcasters
Suite 1119, Dupont Circle Building
1346 Connecticut Avenue, N. W.
Washington, D. C., 20036

Dear Mr. Hill:

Just a note to let you know that I have just had a phone call from John Witherspoon at San Diego State College who has learned that he is the regional representative on the NAEB Radio Board.

I thought you might like to know that we have finally locked in. I have been concerned that the NAEB play a role in the Conference but found myself in the position of not being able to do anything until some specific steps were taken.

The steps are now being taken. I am certain that the Conference will be able to offer a satisfactory meeting opportunity for this NAEB Region.

We will be receiving copies of the final Conference announcement for distribution to our mailing list sometime late in the week of the 20th of this month. We can make some copies available to the NAEB for inclusion with an announcement of the regional meeting (once John Witherspoon and the others directly concerned are satisfied that the time and place has been adequately established).

Our program is developing nicely with some very prominent speakers. I believe that, at this time, we have 21 confirmed exhibitors.

I am personally very anxious that this regional meeting be successful. There is a lot of work to be done out here by way of firmly establishing the "presence" of the NAEB. This means, as one of the first steps, getting we Westerners -- many of whom did not make it back to the Convention -- together in one place.

If it is felt that the fact of the Conference and its program can be used to help pull people out of the woodwork, then let me know and I will do whatever I can to provide you with up-to-the-minute information about the developments of the Conference.

Yours truly,

Ken Winslow

Ken Winslow, Chairman
1964 Western Radio &
Television Conference

CC: Betty McKenzie

FIVE - REGION VI

**16th Annual
WESTERN
RADIO - TV
CONFERENCE**

Ambassador Hotel Los Angeles Feb. 21-23, 1963

The Western Radio and Television Conference is unique among conferences in that it is tied to no specific organization, but is rather an informal, annual meeting of broadcasters, educators and students. Its own organization is loose-knit, held together by a common bond of interest.

For 15 years now the Conference has been held in various cities of the West, growing steadily in size and subject matter as the vital field it covers grows in size and importance.

The Conference is your annual opportunity to meet with the men and women who are doing things in the area of broadcasting and education, to share experiences and learn together, as the Conference searches for answers to the problems just ahead.



WESTERN RADIO AND TELEVISION CONFERENCE

February 21, 22, 23, 1963

THURSDAY, FEBRUARY 21

9:00 a.m.-9:00 p.m. **REGISTRATION**
South Lobby

12:00 noon-3:15 p.m. **NAEB—Region VI**
East and West Venetian Rooms

Ken Kager University of Washington
Jim Morris Oregon State System of Higher Education

12:15-1:30 p.m. **WRTC Board Luncheon**
Lido Room

3:30-5:00 p.m. **TELEVISION AND RADIO IN TODAY'S WORLD**
East and West Venetian Rooms

Chairman: James Loper Los Angeles State College
Jack Brembeck KABC-TV—Promotion & Publicity Director
Leon Drew KNXT—Program Director
Tom McCray KNBC—Vice-President & General Manager
Elton Rule KABC-TV—Vice-President & General Manager
Harfield Weedin KNX—Program Director
Robert Wood KNXT — Vice-President & General Manager

7:30-9:00 p.m. **THE CRITICS POINT OF VIEW**
East and West Venetian Rooms

Chairman: Glenn Starlin University of Oregon
Hal Humphrey Los Angeles Times
Ernest Kreiling Southern California Syndicated Columnist
Mrs. Clara Logan National Association for Better Radio and Television
Gilbert Seldes Dean, Annenberg School of Communications,
University of Pennsylvania—TV Guide
Cecil Smith Los Angeles Times

FRIDAY, FEBRUARY 22

9:00 a.m.-6:00 p.m. **REGISTRATION**
South Lobby

9:00-10:30 a.m. **INSTRUCTIONAL TELEVISION**
East and West Venetian Rooms

Chairman: Norman Fruman Los Angeles State College
Miss Mary Edith Crosley Writer and Narrator
Jim Day KQED—General Manager
Jerry McCarthy Los Angeles City Schools
Morton Miller Los Angeles City Schools
Mrs. Elinor Richardson Los Angeles County Schools
Mrs. Reba Roebuck Los Angeles City Schools

9:00-10:30 a.m. A NEW LOOK AT RADIO

Regency Room

| | |
|----------------------------|---|
| Chairman: Jim Morris | Oregon State System of Higher Education |
| Frank Norwood | San Diego State College |
| Robert Sutton | KNX—Vice President & General Manager |
| Fred Haines | KPFK—Manager |
| Walter Kingson | University of California at Los Angeles |

10:45 a.m.-12:15 WHAT TV DOES AND DOESN'T DO TO CHILDREN

East and West Venetian Rooms

| | |
|--------------------------------|---|
| Chairman: Frank George | Long Beach Unified Schools |
| Mrs. Robert H. Armstrong | Educational Chairman, Los Angeles Junior League |
| Jack Lyle | University of California at Los Angeles |
| Mrs. Bertha Montenegro | Radio-TV Chairman— |
| | California Congress of Parents and Teachers |
| Mrs. Isabelle C. Young | American Association of University Woman |

**12:30-1:30 p.m. ASSOCIATION FOR PROFESSIONAL
BROADCASTING EDUCATION LUNCHEON**
ORIGINAL BARBECUE 8th & Vermont

| | |
|-----------------------------|---------------|
| Chairman: Ken Harwood | Director APBE |
|-----------------------------|---------------|

1:30-3:00 p.m. COMMUNITY TELEVISION IN THE U.S.A.
East and West Venetian Rooms

| | |
|--------------------------------|---|
| Chairman: Jim Case | KRMA-TV, Denver |
| Mrs. Rose Blyth | Executive Secretary, Community Television of Southern California |
| John Crabbe | General Manager, KVIE, Sacramento |
| Chalmers H. Markuis | WTW, Chicago |
| A. J. Stoddard | Former Superintendent of Los Angeles City Schools |
| Mrs. Florence Thalheimer | Community Television of Southern California Producer of The Intelligent Parent |

3:30-5:00 p.m. GOVERNMENT IN TV
East and West Venetian Rooms

| | |
|-----------------------------|--|
| Chairman: Keith Engar | University of Utah |
| Lawrence Frymire | Chief of Educational Broadcasting Branch, FCC |
| Charles N. Zellers | Executive Officer, Bureau of Educational Assistance Program, USOE |

3:30-5:00 p.m. THE TECHNICAL SIDE
Colonial Room

| | |
|----------------------------|---|
| Chairman: Rudy Bretz | University of California at Los Angeles |
| | Demonstration of Ampex VR 1500 Portable Video Tape recorder |
| | Discussion of new film recording process by motion picture department |
| | Eastman Kodak Company |

3:30-5:00 p.m. JUNIOR COLLEGES AND TV
Regency Room

| | |
|--------------------------------|--------------------------------------|
| Chairman: Phillip Essman | Los Angeles County Schools |
| Robert Fuzy | San Bernardino Valley Junior College |
| Don McCall | Los Angeles City College |
| Paul Roman | San Diego Junior College |
| Hymen Chausow | Chicago City Junior Colleges |
| George Willey | Foothill College |

**5:00-6:00 p.m. WESTERN RADIO AND TV ASSOCIATION
BOARD MEETING**
Lido Room

6:00-7:00 p.m.

COCKTAIL HOUR

Ballroom Foyer (Admission by ticket only)

Your hosts, the television stations of Los Angeles:

KABC-TV, KCOP, KHJ-TV, KNBC, KNXT, KTLA, KTTV.

7:00-9:00 p.m.

ANNUAL BANQUET

Ballroom

Master of Ceremonies Dick Van Dyke

Larry Cotton — Tenor, Suzanna Hall — Folk Singer, Kip King and Frank Mahony —
Comedy Team

Speaker Mr. Roy Danish, Director, Television Information Organization,
National Association of Broadcasters

SATURDAY, FEBRUARY 23

9:00-10:30 a.m. JOB POSSIBILITIES IN RADIO AND TELEVISION

East and West Venetian Rooms

Chairman: Don Price Los Angeles State College

Tony Arnone KHJ-TV Publicity and Promotion

Alberta Hackett KNXT—Business Manager

Curt Nations KNBC Art Director

Hal Dqsbach KTLA

10:45 a.m.-12:15 p.m. ANOTHER THREAT TO AMERICAN BROADCASTING: THE CONTROVERSIAL PILKINGTON REPORT

East and West Venetian Rooms

Chairman: Father John O'Brien, S.J. National Student President
of Alpha Epsilon Rho

Kenneth Harwood University of Southern California

Richard MacCann Free Lance Author

Frank Morris NAB-TV Code Authority

Peter Tewksbury TV Writer and Producer

Nord Whited KTTV — Ass't Program Director

12:30-1:30 p.m. ALPHA EPSILON RHO LUNCHEON

ORIGINAL BARBEQUE 8th & Vermont

1:45-5:00 p.m. REGIONAL CONVENTION AND MEETING OF ALPHA EPSILON RHO

Colonial Room

1963 Convention Committee

Jim Loper Convention Chairman, Los Angeles State College

George Lange Los Angeles City Schools

Rose Blyth Community Television for Southern California

Rudy Bretz UCLA

Phil Essman Los Angeles County Schools

Father John O'Brien, S.J. Alpha Epsilon Rho

Arnold Pike California Teachers Association, Southern Section

Donel Price Los Angeles State College

Please visit the exhibits in Venetian Room Foyer

Region VI

February 19, 1962

Mr. Ken Kager
Operations Manager
Station KUOW
325 Communications Building
University of Washington
Seattle, Washington

Dear Ken:

Thanks for dropping me a note about the NAEB Region VI meeting. I am scheduled to arrive in San Francisco at 11:30 Thursday morning and fog and earthquakes permitting, should be on hand about 1:00 or so at the Jack Tar. I welcome the opportunity to confer with you and Loren on the agenda before the meeting.

NAEB did not file a protest on the report of Jack McBride; it protested at the fact that it was omitted from the agenda of the Plenary Sessions after it had been assured by the New York representative of RAI, hosting the meetings for EBU, that it was to make the American presentation. Hence, we arrived with the expectation of making the presentation then found that we were not scheduled at all and that Mr. McBride, representing the Center, was to give the U.S. report. We compromised by having Hull share a part of the time with him. There is more to the story than this, but we certainly did not protest Jack McBride's report, which was excellent.

I look forward to seeing you and chatting with you about NAEB and its future.

Cordially yours,

William G. Harley

WGH/vr

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS



OFFICE OF THE REGIONAL DIRECTOR

February 16, 1962

Mr. William G. Harley, President
National Association of Educational Broadcasters
Suite 119, DuPont Circle Office Building
1346 Connecticut Avenue, N.W.
Washington 6, D.C.

Dear Bill:

I've been meaning to drop you a note for some time. Among other things, to thank you for your nice letter of notification of election to Radio Board chairman. It was appreciated.

Also, to express appreciation that you will be with us in San Francisco next week. Only yesterday, we finally received a program and schedule of the WRTC. Somewhat to my surprise, it is being held at the Jack Tar. You will see that our Region VI meeting is scheduled there from 2:00 - 5:00 PM Thursday, February 22nd. I'll expect to be there at least by noon on Thursday. Hope you and Loren and I can have at least a short conflag before the meeting begins.

From advance information, it looks like we'll have at least 50 - of all categories - in attendance. Perhaps more. I hope, too, there will be "curious" non-members that will be good recruiting material.

We have quite a number of suggestions for discussion topics - far too many for a three-hour meeting. I'll have them extracted for you to look over before the meeting begins. One that puzzles me, but might be meaningful to you, is "Why did the NAEB file a protest with the EBU at Rome on the report of Jack McBride?"

I have some other thoughts about NAEB that I hope we might have an opportunity to talk over a bit in San Francisco. Am looking forward to seeing you there.

Sincerely,

Ken Kager
Region VI

KK:mm

1 enclosure

William G. Harley
Region VI

December 21, 1961

Mr. Loren B. Stone
Manager
KCTS-TV
University of Washington
Seattle 5, Washington

Dear Loren:

I will be glad to participate in the Western Radio and Television Conference in San Francisco, February 22 - 24. I enjoyed the meeting with the people from Region VI last year and thought that it was mutually beneficial. I look forward to another such session this year.

Shortly, I intend to write you a longer letter about several matters that you have raised and some other developments but I wanted to get this off right away.

Merry Christmas and best wishes for the New Year. With kindest personal regards,

Cordially yours,

William G. Harley

WGH:mem

STUDIOS—UNIVERSITY OF WASHINGTON

CHANNEL



TRANSMITTER—EDISON TECHNICAL SCHOOL

RECEIVED
NAEB HEADQUARTERS

DEC 20 1961

AM 7 8 9 10 11 12 1 2 3 4 5 6
PM

Bill Harley, President
NAEB
Washington, D. C.

Dear Bill:

The Western Radio and Television Conference is scheduled to meet in San Francisco February 22, 23 and 24, 1962.

Ken Kager and I have scheduled a regional NAEB meeting, for the members of Region VI during the period 2:00 to 5:00pm Thursday, February 22nd. This will, in effect, be the opening, or pre-opening session of the WRTC meeting, as the official opening starts with an evening session, I believe.

We would very much like to have you attend the NAEB regional meeting and give the members a run-down, as you did last year at Salt Lake City, on current activities and developments in NAEB.

I presume because of the San Francisco convention a year ago we have more than a normal interest still existing among Westerners for NAEB. We would like to nourish this interest, particularly among those who are unable to travel East for most of the NAEB conventions.

I know you will find the rest of the WRTC meeting of interest -- the NETRC Affiliates Committee will be meeting with Jack and Jim, concurrently, as well.

Let us know, when convenient, if you can work this meeting into your schedule.

Best regards,

Arden
Loren B. Stone

cc: Ken Kager

NAEB, HEADQUARTERS
14 Gregory Hall
Urbana, Illinois

TO: NAEB BOARD OF DIRECTORS

FROM: Harold E. Hill

DATE: March 1, 1960

Attached is a copy of the report of the Region VI meeting held in San Francisco on February 18. I was privileged to attend since I was in San Francisco anyway, making advance arrangements for the 1960 NAEB convention.

There were several items which Ken Harwood and Loren Stone (Directors of Region VI) thought would be of interest to the rest of the Board of Directors, and we decided the most expeditious way of informing you would be to send you copies of the report.

HFH/kh

File - Region VI
Meeting of NAEB Region VI
Bellevue Hotel, San Francisco, California
February 18, 1960

Present:

1. Bell, Richard H., Director, Radio-TV, Ariz. State, Tempe, Ariz.
2. Cassyd, Syd, ETV Consultant, U. of Calif. at Los Angeles, Los Angeles, Calif.
3. Crabbe, John C., General Manager, KVIE, Box 1882, Sacramento, Calif.
4. Elliott, Richard, Asst. Prof. of Radio-TV, San Jose State Coll., San Jose, Calif.
5. Ellis, Robert H., Faculty Associate, Radio-TV Bureau, Ariz. State U., Tempe, Ariz.
6. Flick, Clarence E., Superv., Occup. Curric. in Radio-TV, San Jose State Coll., San Jose, Calif.
7. Downer, Stanley T., Dir. of Radio-TV, Stanford U., Stanford, Calif.
8. Engar, Keith M., Manager, KUED, U. of Utah, Salt Lake City, Utah.
9. Essman, Phil, A-V Consultant, Los Angeles County Schools, Los Angeles, Calif.
10. Hansen, Burrell F. C. Chan., Radio-TV, Utah State U., Logan, Utah.
11. Hart, Richard, TV Coordinator, U. of Washington, Seattle 5, Washington.
12. Harwood, Kenneth, Gen. Mgr., KUSC, U. of So. Calif., Los Angeles 7, Calif.
13. Herbold, Paul E., Chmn., Radio-TV Committee, Western Washington State Coll., Bellingham, Wash.
14. Hill, Harold E., Admin. V.P., NAEB, 14 Gregory Hall, Urbana, Ill.
15. Hopkins, Bill, Program Dir., KVIE, box 1882, Sacramento, Calif.
16. Jones, Jr., K. K., Dir. of Broadcasting, San Diego State Coll., San Diego, Calif.
17. Jorgensen, Erling S., Dir., Radio-TV Studios, Montana State U., Missoula, Mont.
18. Kager, Ken, Operations Mgr., KUOW, U. of Washington, Seattle 5, Wash.
19. Kimball, Merle, Director, KTPS, 1101 S. Yakima Ave., Tacoma, Wash.
20. Loper, James, Asst. Dir., Radio-TV Bureau, Ariz. State U., Tempe, Ariz.
21. Merrill, Irving R., Office of TV Research, U. of Calif. Medical Center, San Francisco, Calif.
22. Miner, Bob, Manager, Market Planning, Ampex Corp., Redwood City, Calif.
23. Morehead, Hubert, Assoc. Prof. of Speech and Drama, Long Beach State Coll., Long Beach, Calif.
24. Morris, J. M., KOAC-AM-TV, Corvallis, Oregon.
25. Norwood, Frank W., Asst. Prof. of Speech, San Diego State Coll., San Diego, Calif.
26. Pike, Arnold, Radio-TV Director, Calif. Teachers' Assn., So. Section, Los Angeles, Calif.
27. Rice, John, KQED, San Francisco, Calif.
28. Rich, Owen S., Chmn., Radio-TV Committee, Brigham Young U., Provo, Utah.
29. Robertson, James, Dir. of Station Relations, NETRC, New York, N. Y.
30. Roman, Paul A., Program Dir., KSOS-FM, San Diego Jr. Coll., San Diego, Calif.
31. Rundell, Hugh A., KWSC, Washington State U., Pullman, Wash.
32. Sherburne, Jr., E. G., Coord. of ETV, U. of Calif., Berkeley, Calif.
33. Starlin, Glenn, Dir. of Broadcasting, U. of Oregon, Eugene, Oregon
34. Stone, Loren, Manager, KCTS, U. of Washington, Seattle 5, Wash.
35. Walter, Roger L., Idaho State Coll., Pocatello, Idaho.

The meeting convened at 1:10 P.M., and introductions were performed.

It was moved by Starlin and seconded by Kimball that action of members who met at Detroit in October be affirmed and that the \$100 expense allowance for the present meeting be allocated to re-equipping the NAEB tape network. The motion won unanimously.

Hill reported plans for national NAEB seminars that may be held in summer of 1960: live national radio networking (Midwest), professional standards in educational broadcasting (Washington, D.C.), exchange of in-school TV programs (Midwest). He reiterated need of replacing equipment of tape network and described recent meetings looking towards possibility of tape network being a part of NETRC while NAEB would function as a trade association and a professional association but not as a network.

It was moved by Kager and seconded by Rundell that possible transfer of the NAEB tape network to the National Educational Television and Radio Center is of vital concern to members of NAEB; that when discussions between NAEB and NETRC have been reduced to specifics,

Good to have seen you, Sheld! Thanks for that very fine report.

a detailed proposition with arguments pro and con be submitted in writing to each active member and each associate member of NAEB; that there be ample time for members to consider the proposition and the arguments before a poll is taken; and that no transfer of the tape network take place unless a substantial majority of the members is in agreement with the proposed action. The motion won unanimously. It was suggested that the President of the Association furnish a copy of this motion to each Director, so that other Regions may know the position of Region VI.

Hill reported that preparations for the national convention at the new Jack Tar Hotel in San Francisco on October 18-21, 1960, were progressing well.

Stone reviewed the status of networking and exchanges of programs in several areas of the country, including desires to plan and exchange video tapes of in-school programs. Crabbe described possibilities of linking KVIE with KQED, Essman offered to exchange video tapes, and Morris described developments in linking institutions and transmitters for ETV in Oregon.

Engar described developmental experience grants by the FCC to the University of Utah to originate programs through low-power transmitters on UHF channels 71 and 74 in the area of Salt Lake City. Applications for further similar grants may not be made until the Commission has considered the engineering experience with the transmitters that are to be activated in the near future by the University of Utah.

It was moved by Crabbe and seconded by Herbold that the President of the Association be requested to convey to the Federal Communications Commission on behalf of Region VI our warm commendation of the Commission for its foresightedness in making developmental experience grants for low-power UHF educational television broadcasting and our great interest in the future of low-power television as a strongly desired and needed counterpart of low-power non-commercial educational FM broadcasting. The motion won unanimously.

Stone reported that the Magnuson Bill to provide federal funds for ETV appears to need immediate support from others than the professionals and the avocationists of ETV if it is to progress.

Hansen stated the need of Utah State University for qualified applicants for the positions of television engineer and television producer. Walter said he would be pleased to hear of the availability of a position for a college teacher of broadcasting.

The meeting adjourned at 3:45 P.M.

Kenneth Harwood
Radio Director, NAEB Region VI

University of Southern California
Los Angeles 7



OFFICE OF EXECUTIVE DIRECTOR

UNIVERSITY OF ILLINOIS
119 GREGORY HALL
URBANA, ILLINOIS

December 15, 1959

TO: NAEB ACTIVE MEMBERS IN REGION VI OPERATING TELEVISION STATIONS
FROM: Harold E. Hill
RE: RUN-OFF ELECTION FOR TELEVISION REGIONAL DIRECTOR

The balloting just completed resulted in a tie between James Morris, KOAC-TV, Oregon State System of Higher Education, and Loren Stone, KCTS, University of Washington.

Please use the ballot below to cast your vote for one of these two in order to break the tie. Also, please use the enclosed, self-addressed envelope to return your vote to me by return airmail in order that there will be no inordinate delay in formation of the new Board.

OFFICIAL BALLOT FOR ELECTION OF TELEVISION REGIONAL DIRECTOR - REGION VI

Place an X in the space preceding the name of the person for whom you wish to vote.

PLEASE RETURN BALLOT IMMEDIATELY, BUT IN ANY CASE, IN ORDER TO BE COUNTED, BALLOT MUST BE RECEIVED AT HEADQUARTERS NOT LATER THAN DECEMBER 23.

1 James Morris, Director, KOAC-TV, Oregon State System of Higher Education, Corvallis

XXXII Loren Stone, Manager, KCTS, University of Washington, Seattle

NUMBER OF VOTES (Circle one figure) 2 3

NOTE - If the official station representative entitled to cast the vote for your station happens to be on vacation (or otherwise out of town), will the person opening this letter please get in touch with the official representative immediately to determine how the vote should be cast? Thank you.

File - Region VI Director

NAEB HEADQUARTERS
14 Gregory Hall
Urbana, Illinois

OFFICIAL BALLOT FOR ELECTION OF REGIONAL DIRECTORS

Place an X in the space preceding the name of the person for whom you wish to vote. YOU MAY VOTE ONLY FOR THE DIRECTOR OF YOUR REGION.

BALLOT, TO BE COUNTED MUST BE RECEIVED AT HEADQUARTERS ON OR BEFORE DECEMBER 1, 1958.

REGION II

Lee Franks, Program Director, WUFT, Univ. of Florida, Gainesville
 Raymond Hurlbert, Gen. Mgr., Alabama ETV Comm., Birmingham
 Keith Nighbert, Program Director, WKNO, Memphis, Tennessee

REGION IV

Martin Busch, KUSD, University of South Dakota, Vermillion
 John Schwarzwalder, Mgr., KTCA, Minneapolis - St. Paul, Minn.
 Rev. R. C. Williams, Dir., Communication Arts, Creighton U.,
Omaha, Nebraska
(Note: Edw. Slack, KUSD, withdrew as a nominee)

REGION VI *36 Votes*

* *HN//* Harold Winkler, Pres., Pacifica Foundation, Berkeley, California
* *HN HN HN HN//* Kenneth Harwood, Chm., Dept. of Telecomm., USC, Los Angeles
 /// Roger Houglum, Mgr., KRVM, Eugene Public Schools, Eugene, Ore.
* *HN//* Glenn Starlin, Dir. of Radio, University of Oregon, Eugene, Ore.

Run-off
(Note: Loren Stone, KCTS and Edwin Adams, U. of Washington,
withdrew as nominees.)

NUMBER OF VOTES (Circle one number)

1

2

3

R.C. NORRIS —

USDA-TV Bulletin
H. & C., Iowa

\$5.00

Board Recommendation
Fall Education Note:
NTEB Award of Distinction
Reconstruction of dues
Dues structure for TV
Committee on Cooperative
Programs
Regional Screening Comm.

1. Provide a Service ~~at your available~~
2. Provide significant entertainment
- 3.

NAME REGION VII

1. Help do better WORKSHOP
2. widen scope — lift horizons.
3. Interest people in life Around them — make them more intelligent participants in local, state, national + international affairs
4. Help individual interpret himself as an individual + as a member of society —
5. Inform — instruct — interpret.

MEETING OF EDUCATIONAL BROADCASTERS

14th STREET, URBANA, ILL.

18.00

8.05 — 8.51

424

NATIONAL ASSOCIATION OF
EDUCATIONAL BROADCASTERS
WORKSHOP
CERS MEMORIAL STUDENT UNION BUILDING
UNIVERSITY OF OREGON
EUGENE, OREGON

OCTOBER 16-17, 1953

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
14 GRANDVIEW AVE., URBANA, ILL.

PROGRAM

work
Bay Area (San
Francisco)
Los Angeles
Seattle (John?)

FRIDAY, October 16

8:30 - 9:00 Registration, Second Floor Lobby,
Erb Memorial Student Union

MORNING SESSION

Allen Miller, Chairman
Director, Region VI, NAEB
Manager, Station KWSC
Pullman, Washington

9:00 - 9:50 Introductions and reports—Room 315, Erb Memorial Union —

9:50 - 10:00 Greeting — Dr. Victor Morris
Acting President, University of Oregon

10:00 - 11:00 The National View — Educational Radio and Television
Graydon Ausmus
President NAEB
Director of Radio & TV
University of Alabama (WUOA)

Resource Panel:
Frank Schooley
Treasurer NAEB
Manager WILL
University of Illinois

Dr. Harry J. Skornia
Executive Director, NAEB

— You are part of
size —
Significance
Trends —
Foundations

11:00 - 12:00 Promoting Educational Broadcasting
"Mobilizing the Community for Educational Television"
Dr. John R. Richards
Vice-Chancellor,
Oregon State System of Higher Education

Resource Panel:
Travis Cross
Director, Division of Information
Oregon State System of Higher Education

Dr. Miner T. Patton
Secretary, Community Television
Incorporated, Portland, Oregon
Principal, Duniway School, Portland

12:15 - 1:30 Luncheon Meeting—Room 110, Erb Memorial Union

Ivan Campbell
asset to Bill Seven

Pat
Chapman

AFTERNOON SESSION

James M. Morris, Chairman
Program Manager, KOAC
Corvallis, Oregon

1:30 - 5:00 Panel Discussion: Your NAEB, Its Services and Aims

Panel: Graydon Ausmus
 Frank Schooley
 Harry Skornia

(After brief presentation by each of the panel,
questions and discussions from the floor will
be in order.)

6:30 Banquet Meeting—Room 110, Erb Memorial Union
 Glenn Starlin, Chairman
 Director of Radio
 University of Oregon (KWAX)

Address -- "The Educational Television and Radio Center"
Dr. Harry K. Newburn, Director
Ann Arbor, Michigan

8:30 Open House---Dad's Room, Erb Memorial Union

SATURDAY, October 17 Room 315, Erb Memorial Union

MORNING SESSION

Edwin H. Adams, Chairman
Head, Division of Radio and Television
School of Communications
University of Washington (KUOW)

9:00 - 10:00 Observations on Mass Media
 "Academic Broadcasting"
 Dr. Alburey Castell
 Chairman, Department of Philosophy
 University of Oregon

10:00 - 12:00 Information Please - Membership Reports, Discussions,
 Sharing of Problems

12:15 - 1:30 Luncheon Meeting - Sweden House Smorgasbord, 1258 Kincaid

AFTERNOON SESSION

Miss Patricia L. Green, Chairman
Manager Radio Station KEPS
Portland Public Schools

1:30 - 5:00 Television Workshop
William C. Dempsey
Educational Director
Television Station KPIX
San Francisco, California

(The workshop will be held in one of the theaters of
the University of Oregon. Details will be given at
the meetings.)

3. How Can We Strengthen
The Cooperative element
in our operations
nationally - tapping
resources & abilities
locally & individually
for national uses.

1. Network

Standards & types -
number of hours per wk.
Preparation - music - tape
discussions - drama -

young & old
local & national
KBSI national & international
international & local

To what extent will be one of the questions and
its moving ed like a ladder. Upward to place and other

4. Productions
Radio - TV -

2. Organizational procedures

1. School Stations rep. on the board.
2. Re-districting in terms of # of stations
3. Change in method of electing regional directors.
4. Rep. on board of associate members
5. Dues Structure -

a. Increase
b. Carry or subsidy -
c. Partial contribution

7. TV - What do you want in this field?
8. Whole International field
9. Standards of admission
10. Network - tape - future -
11. Script exchange -

W E L C O M E T O K B P S

"The Voice of the Portland Public Schools, 1450 on your radio dial"

Vital Statistics

BIRTH DATE: March 23, 1923
AGE: 30 years old March 23, 1953
HEIGHT: 200 foot self-supporting steel tower
WEIGHT: 250 watts of power
WAVE LENGTH: AM - only standard broadcast station in the nation owned by a school-district
AREA COVERAGE: Approximately 50 mile radius
BROADCAST DAY: 10:00 a.m. to 10:00 p.m.
BROADCAST YEAR: Every school day throughout the school year
AIR ADDRESS: 1450 Kilocycles
STREET ADDRESS: 546 N. E. 12th Avenue
PORTLAND 14, Oregon
TELEPHONE: FILmore 5469

STUDENT STAFF: KBPS is staffed by Benson students who are majoring in radio, and students who are interested in radio station operation. Many Benson students earn a first class radio operator's license entitling them to work in commercial radio stations.

SUPERVISION: Student operators are assisted by the station manager, producer-assistant, chief engineer, and transmitter operator.

LEARNING EXPERIENCES: Students who work on the KBPS staff develop skills through:

- (1) announcing (7) setting-up microphones
- (2) newscasting (8) sportscasting
- (3) directing broadcasts, (9) operating remote broadcasts
- producing programs (10) doing disc and tape recording
- (4) writing program formats (11) learning transmitter operation
- and spot announcements (12) installing and repairing radio
- (5) creating sound effects equipment
- (6) operating the station's control boards, and turntables

PROGRAM SCHEDULE: Programs are planned:

1. to supplement learning experiences in the classroom through in-school listening on all grade levels and in all subject areas. (Many adults also listen.)
2. to give both elementary and high school students the opportunity to participate in and produce original radio broadcasts
3. to furnish out-of-school listening programs to all students
4. to fill the needs of the community
 - (a) by presenting programs originated by community groups
 - (b) by presenting programs specifically planned for mature, adult listening in the areas of music, science, art, drama, great literature, forum and round table discussions, and broadcasts which originate in other colleges and universities and in cultural centers throughout the nation.

KBPS is a member of the National Association of Educational Broadcasters.

PROGRAM GUIDE: Published weekly, available on request.



John

~~not an definitive~~

Harry

1. Functions of Hdgts - John
- ~~2.~~ Tape Network Frank
3. Seminars, etc. Workshops
4. Publications - Frank
5. Grants - John
6. Productions -
Subsidiaries

John Richards —

Educators are possessive
& selfish in regard to
Edu. & TV. True —

Must

also broadcasters
are.

1. Pool Community
resources as well as former
educational resources
for programs.

2. Rally Community interest
& support —

3. Lay groundwork for
solid development —
Study & discussion —
experimental programming —
use of throw-away time
for production. ▼

Cheneydeux —

Should be doing more
on existing facilities —

Pat Green —

Travis Cross —

Campus coordination
AC PTA — public Rel. office
Engineers —
Faculty —
audio-visual depts.
cooperative efforts
with other institutions
rather than selfish
interests.

Recommendations

Necessity for
interp. of WES to
administration —

Network —

1. Wider range of time lengths.
2. Urge stat. submitting programs to edit more carefully.
3. Variety in techniques
4. 8-10 hrs. maximum hrs. of ~~det.~~
5. School stat. & TV reps. on Bd.
6. Regns. elect own director.
7. 1-3-1 annual conference
in east, 3 in midwest,
1 in West — vary —
8. Should produce shows.
9. Recommendation re-districting
in West.
10. TV Rate Structure
(WASA vs. Center —)?
11. "5th. year" dues increase
12. Editing tapes
13. International — Remember
the Latin Americas & Pacific
14. Script exchange.
15. Standards of admission.
Review of members.
16. More 15 min. shows
17. Cut down on music
18. Regn. member rep. on Bd.
19. Hang on to Radio Act.

EXPLANATION OF
NAEB ENGINEERING CONSULTATION SERVICES
FOR WHICH FUNDS ARE REQUESTED FROM
THE FUND FOR ADULT EDUCATION

October 14, 1953

I. General:

Although the NAEB, since it visualizes its responsibilities as a service organization to members and educational broadcasters of AM, FM and TV alike, is reluctant to single out any one of its consultant service responsibilities from all the rest, herewith a separate statement on the specific need and request for consultant services funds in the engineering and technical area.

At a meeting of the Executive Directors of the JCET, NCGET and NAEB in Washington, on October 9, 1953, the areas of jurisdiction among these organizations was discussed. Since NAEB services must be visualized as of a permanent, ^{TMW} service nature, the inability of ^{TMW} its handling obviously transient and temporary problems of the sort now handled by JCET and NCGET is recognized. On the other hand production and operational problems involving long-range training, maintenance, production, etc. must be assumed by NAEB, whose members not only look to it far, but decide on the necessity of its providing, such services.

In some cases it may appear to some of the other organizations now in the area that NAEB is attempting to expand its areas or infringe on the jurisdiction of others. This fear can confidently be cast aside. NAEB is only seeking to retain a dynamic responsiveness to genuine operational needs of the sort which must continue indefinitely if its membership is to be served. The NAEB must be equally concerned with all wireless media, with favoritism to none, and its activities and emphases must change with changing needs. Its constituency doubts that educational institutions, which must support all of the activities and organizations which are to survive in case

members
of services
which will be
helpful to
center.

of Foundation support withdrawal, are rich enough to support several, or separate, organizations, when tax funds and private contributions again become the principal or sole base of support. Universal determination is not that NAEB be the favored organization as such, for any reason of principle or preference, but rather that this organization, under whatever name, is the permanent organization set up to operate economically, modestly and yet responsively, with over 28 years of experience behind it, relying heavily on the knowledge and skills of its members.

The funds requested would be administered under the guidance and direction of the NAEB Engineering Committee and NAEB Officers, subject to at least annual review by the NAEB membership.

II. Services to be Provided:

- A. Training, up-grading of technical production standards in television:
 1. Audio placement, perspectiveness, problems.
 2. Camera handling and integration.
 3. Film editing problems.
 4. Kinescope recorder operation training, maintenance.
 5. Development of idea and technique exchange through Engineering Committee publications.
 6. Study of areas in which Workshops and Seminars may prove to be necessary for technical staffs, particularly of television stations, at this time.
- B. Same for NAEB radio stations, which are frequently in the same building, and almost always in the same city, as television member stations. It is visualized that the NAEB consultant selected for this job should be outstandingly qualified in television but not exclusively a television engineer. Other (radio) services to include:
 1. Establishment of more uniform standards of recording, editing,

equipment adjustment for broadcast: standardization of equipment, tape, reels, and operational procedures.

2. Particular assistance to school-operated stations whose staffs are frequently largely students, with integration often conspicuous in in-training programs.

The technical area is frankly one in which educational broadcasters very frequently fall down very seriously. (The technical is, however, so closely linked to the production and other aspects of local operation, that the NAEB hopes all requests may eventually be granted as outlined in our August 28 presentation, so that proper integration of consultant services may be established, as there outlined.) The urgency of this need increases with the increase in the number of NAEB members exchanging programs.

- C. Facsimile: A need exists for keeping an eye on facsimile developments. The NAEB is not convinced that eventually all wireless media will find their best use and level in accordance with natural and economic laws. Facsimile will in many cases be a likely development in numerous educational situations, requiring permanent transfer of records or materials. The NAEB's technical consultant, reporting back to its engineering committee, will provide the unifying information source for education in this area though few services would at first be likely.

III. Budget Requested:

| | |
|--|-------------|
| Consultant, nine months to one year..... | \$10,000.00 |
| Travel funds..... | 4,000.00 |
| Secretarial services..... | 2,000.00 |
| Publication, costs and distribution..... | 4,000.00 |
| Contingency..... | 2,000.00 |
| | \$22,000.00 |

October 14, 1953

This sum is slightly larger than one-sixth of the earlier total request, since it has been felt that this is one of the more expensive and critical areas involved. Also, certain mechanics of secretarial and publication nature need setting up whether for one or for more than one consultant service. A certain per unit saving would of course accrue, and all six should still not amount to more than the requested \$96,000.00, as now planned.

IV. Conclusions:

If the many requests, already in, are to be met in time to be of maximum service, this service should be able to be started by January 1, which would require selection of consultant within the next six weeks. The NAEB would therefore be grateful for consideration of this request at the October meeting of the FAE board.

Respectfully submitted
for NAEB President Graydon Ausmus

H. J. Skornia
Harry J. Skornia
Executive Director

cc: For comments before October 19, to:

Schooley
Ausmus
Miles
Menzer
A. Miller
G. Starlin

ACADEMIC BROADCASTING

Dr. Alburey Castell
Chairman, Department of Philosophy, University of Oregon

*Delivered at the Region VI Meeting, Eugene, Oregon, October 17, 1953

I am to speak to you on Academic Broadcasting. I use that phrase to cover broadcasting by members of college and university faculties. I have no idea how much academic broadcasting there is in this country; but I have the strong conviction, that if it is well done, the more there is of it the better.

Before turning your attention to details, I wish to take this chance to express my lively appreciation for NAEB. Its efforts to put academic broadcasters in touch with listeners all over the nation are all to the good. For over ten years now I have been having an affair with the academic microphone; but no matter how sedulously I paid court to the lady, we never got beyond the range of the university station. And then along came NAEB, and before I knew it I was talking to listeners in states all over the union. Write-in mail began turning up from "far-away places with strange-sounding names". If you have mike-fever, there is a thrill in this. So I wish NAEB good luck, green lights, straight-aways, bon voyage, happy landing, and anything else it needs to keep it plugging away at its job.

I shall divide what I have to say into two parts. The first part is addressed to college and university administrators and station directors; persons whose business it is to use men, money and materials to a certain end. It is important that such persons have ideas about academic broadcasting, and that these ideas be out of the right drawer. My point is not that they should have these ideas in order that they may themselves do effective academic broadcasting. In many cases, the further they stay away from the mike, the happier everyone is going to be. My point is that they alone can give academic broadcasting the conditions which make it worthwhile. In this respect they are comparable to producers and directors among movie people. To these indispensable "providers" I would say eight things. If these eight points strike you as trivial or obvious, then either you operate in an academic radio paradise, or you are insufficiently aware of the importance of what you consider trivial and obvious.

(1) My first point is this: after the student-body and the football team, a good academic radio program is a university's best single public-relations investment. I would place it in many ways above an extension service. It does more than any other one agency to give reality to the notion of a "state-wide campus." It is there many hours each day. It is there many months each year. It gets into lives and homes with an intimacy which even class-rooms do not always generate. I have been flabbergasted to discover, in remote towns and villages, in isolated farms and camps, how persistently and respectfully and gratefully people maintain contact with their university radio. They wouldn't want it all day long. They wouldn't want only academic broadcasting. But they can learn to trust it for quality, to bring their minds as well as their ears when they tune it in. It is reassuring to realize that there is one station which doesn't want your money, doesn't want to sell you something, doesn't want to make you laugh or put you in touch with the front page of your newspaper. It is

* A full report of the meeting, together with a copy of the speech by Dr. Harry Newburn, president of the Educational TV and Radio Center, will be distributed as soon as it is available.

simply good business, good public relations, for a university to stand in this sort of relation to the radio public.

(2) The rest of my points assume the general truth of what I have just said. They go on to note that there is a price-tag, indeed several price-tags, on a good academic broadcasting program, and to ask whether administrators and directors acknowledge these price-tags, and think about them as frequently and vividly as they can. For example, ten years of academic broadcasting has taught me one rule which it is mike-folly to ignore; namely, that after all preparatory reading and study is over, it takes one hour to produce an effective five-minute script. There will be exceptions to this, but they are exceedingly rare. When they come along, you are thankful for them, but you never count on them. An administrator or a director who doesn't know that that is what he is asking for, is ignorant of the basic human cost of his commodity. That ratio, one hour's work to produce an effective five-minute script, does not alter as the script lengthens. If you are going to hold the mike's attention for ten minutes, set aside two hours; if for fifteen minutes, set aside three hours; if for thirty minutes, set aside six hours. For one academic year I was assigned to fill thirty minutes three times a week. That cost me eighteen hours every week. It made no difference whether you wrote the script out and read it, or thought it out and practically memorized, or worked from a note outline. It was still an hour's work to produce five minutes effective talk. I would repeat that this hour comes after all your preliminary reading and study is over.

(3) I can come at my next point this way. Academic broadcasting, once you realize its possibilities and demands, is hard and exacting business. In the professorial life there are few things to compare it with. No class-room is as hard to catch and hold as a mike. No class-room uses up your material as fast and inevitably as a mike. There are ways of stalling for time in a class-room, most of them useless to try on a mike. The mike merely turns a cold metallic eye on your script and says: "You are ill-prepared"; or, "You haven't enough there to last out"; or, "You have too much there for the amount of time you've got." As I said, academic broadcasting, once you realize its possibilities and demands, is hard and exacting business. Why then do universities make no allowances on teaching loads for conscientious and effective academic broadcasting? I have never heard of this being done. Why not? In these matters as in others, the laborer is worthy of his hire. Why do universities persistently exploit the fact that a man who relishes academic broadcasting can be left to sweat his fool head off?

(4) Why are stations, or the universities in back of them, so stingy when it comes to mimeographing scripts? This is an old gripe of mine. If a script is worth the work it takes to produce it and broadcast it, why is it not worth the extra cost needed to mimeograph it for distribution? Not to see this is a rebuke to the vanity and self-esteem of the broadcaster; and, as a count against it, that's not hay. It is also a let-down to the write-in people who think enough of what the station is putting out, to ask personally for a copy. It is a missed opportunity on the part of the university to drive home the fact that it stands back of the show and is pleased that its customers want its wares. My files are stuffed with letters asking for a copy of the script. And, except in cases which do nothing to mitigate this near-sighted policy, the answers have always had to be "Sorry; no can do." I am not alone in this. This is a matter which, soon or late, comes up for beefing whenever academic broadcasters are talking things over.

(5) I have yet to hear of a university radio station, that maintains a "talent scout". Why not? On our campus the students' daily newspaper does not

leave its business to chance. It has "news scouts." They swarm over the place like flies. Every week they pay a routine call and pump you for what they call "items." If they hear you are up to something, they have you on the phone before you can turn around. Campus news is their business. Now, by analogy, lecture talent is a station's business. I often visit other men's classes. More than once I have stumbled onto a lecture which was a "natural" for an academic mike. With a new head and tail it could have been lifted right out of the course and stood on its own. Whose business is it to know about such things? You can't expect the lecturer to realize that he has come forth (perhaps by accident) with a talk suited to the needs of the station. Even less can you expect him to come around and ask to be "taped" while he still has it where he can handle it. More than once I have had a strong hunch that Professor So-and-so, regardless of the lecture he might be putting out, has potential mike-talent. Whose business is it to keep after these things? Why isn't a campus kept under constant sensitive surveillance? No football coach, no campus editor, is as happy-go-lucky as some station directors I have known. How many program directors go out and shunt for their talent? How many have student assistants out in the field "spotting" for them?

(6) For what it is worth, I would urge upon universities and their stations the great utility of tapes. This used to be a sore point with me. I was against tapes. I thought they resulted in "canned" goods. But I was wrong about this. With a little coaching a person can be trained to warm up even to a tape. They are flexible as to time and place. They are storable. They are revisable. They are like cameras--doing their take and salting it away. I see less and less need for "live" broadcasting in academic affairs.

(7) Having said this, I would add that one of the great values of a tape is that it lets a person listen to a play-back as soon as he is through. This is a point which cannot be over-emphasized. Always urge a man to sit through a play-back as soon as he has come away from the mike. Never make him feel that this is either a bother or a mere routine. If it is a "bother", you have a wrong perspective. If it is a "mere routine," he has a wrong perspective. There is nothing that will teach a man the things he needs to know as quickly and surely as a play-back. If he has done well, but thinks otherwise, it will help to restore his nerve. If he has done poorly, but thinks otherwise, it will confront him with the facts. If you know how to help him, the play-back provides you with documentary evidence for your points. A play-back, in the hands of a sympathetic and skillful program director has many of the virtues of a "confessional". Many a time I have come away from such ordeals with a heightened sense of sin but with a determination to do better next time.

(8) My last point to administrators and directors has to do with a matter upon which I have had little first-hand experience but upon which I have done done thinking. I mean academic television. Right now I think this is an over-rated potentiality. I am convinced that when a university adds a radio station it adds far more to its resources than it will when it adds television to its radio. A university without radio is drastically cut off. A university with radio but without television is not drastically cut off. A university can do a great deal for its customers, given broadcasting facilities. But the nature of its clientele and the nature of its materials are such that not as much proportionately is added when you pass from broadcasting to television. A university station lives by its appeal to the minds of its listeners. To do this at least one sense medium is essential. When you add a second sense (in this case vision) you encounter diminishing returns. When I learned what it cost one university to add television I could not help wondering whether the returns were worth the added investment; and I could not help thinking how some or all of that money

might have been spent to improve and extend the station's broadcasting resources.

II

I want now to shift from administrators and directors to faculty colleagues as academic broadcasters. If academic broadcasting is to be a reality, it will be because they make it so. Unless they have "the will to broadcast", their station will be little more than an administrative play-thing. When Professor Perry at Harvard wrote his autobiography he called it "And gladly teach." You can borrow that phrase. It must be, or become possible to say "and gladly broadcast." Without that, academic broadcasting will get no real status. I would have such persons think along two lines: as to choosing a subject; and as to handling it.

(1) As to a choice of subject, these five suggestions. (a) first, what I call the "magic platitude": choose something which you can make both interesting and valuable. Neither alone is enough. If you can't make the subject interesting, leave it alone. Avoid boring your listeners as you would avoid the plague. If they cannot say later "You know, I heard an interesting broadcast the other day," you have lost Round One. But you must aim at more than that. To make your subject interesting is necessary, but it is not sufficient. You must also make it valuable. This distinction is quite real. It is one thing to say "I heard an interesting broadcast"; it is another thing to say "I heard a valuable broadcast." Over the years academic broadcasting must include the second in its aim. The people who listen to academic broadcasting are people who are capable of value-judgments. Never forget that fact about them. If you do, they will forget about you. I have referred to this mandatory combination ("interesting and valuable") as "the magic platitude." It is just that. It is a platitude. What could be more of a platitude? But it is magic, also. I say that because its results are nothing short of magic; also because I know of no scientific rules for stating it. To say "Be interesting and valuable or be off" is good advice. To say "This is how to make your stuff interesting and valuable" is to invoke something of an art, something that throws you back upon intuitions, something that goes into the making of poems and the painting of pictures and the telling of stories. These considerations however do not disqualify the ideal. The persisting ideal here is qualitative. It defines for you the character of your excellence.

(b) you can do more with the magic platitude than merely state it. You can say, for example, "choose a topic upon which feeling is strong but about which reflection is not usual though it is profitable." That statement goes a long way to defining a good topic for academic broadcasting. There must be something about your topic which taps the feeling, the concern, of your listeners. You get nowhere by plugging in on indifference. When I say "feeling" I do not mean "emotion." I do not mean that academic broadcasting to be interesting and valuable must play on the emotions of its listeners. It must tap matters upon which they feel strongly in the sense of having strong convictions. But that was not all. "Upon which feeling is strong but about which reflection is not usual," or has not carried them far. This gives your power of reflection an area in which to spark, an area of dry timber which has not been burned over. Under those circumstances you can start a fire in their minds. That was still not all. "Upon which feeling is strong but about which reflection is not usual though it is profitable." That last clause is important too. There is no point to blazing a trail which leads nowhere. Your powers of reflection must open up things which your listener's mind would have gotten around to had he brought his powers of thinking to bear upon it. Your topic matters to him, but he has not thought too much about it. You get him to think about it along lines

which he would have moved had he put his mind to it. If you can do that, he will find you both interesting and valuable. And he will be waiting for you any time his leisure permits.

(c) What I have just said suggests another approach to the "magic platitude." Choose a matter upon which you have genuine feelings; and about which you know more and have thought harder than your listener. This does not mean "talk down" to him. Few things are worse than that. But he must feel that you are worth listening to. He must feel that you have something which he hasn't. Otherwise your ideas are, as the French say, "deja vues", old hat. In a perfectly unobjectionable sense of the words, he must feel that you are superior to him in respect to your topic. It is fatal to be so "folksy" that a listener who lets you into his mind for half an hour feels no pressures while you are there, feels in nowise "stretched" after you are gone. That would not be academic broadcasting as I understand the term. There is no place here for Jack Benny or Arthur Godfrey. You have a part to play and your best chance of playing it well is to have a subject which has laid hold on your own mind, about which you know more and have thought harder than your listener.

(2) My first piece of advice was: Pick a topic which you can make both interesting and valuable. (a) My second is this: Learn to read from a script as though you were talking; and learn to write such scripts. I have strong convictions on this. There are in academic broadcasting two things which are an abomination. One is the man who is trying to ad lib his stuff. The other is the man who is reading his script and sound like it. I don't know which is worse. Several perils attend the first man. He may wander around. He may become repetitious. He may fall into seconds of silence or uh-ing and ah-ing. He may talk himself out before his time is up and start padding. He may be only part way through when his time is up and start cutting corners. He may be unnerved by the impersonality of the mike and become stilted and strained; or try to offset this by getting "folksy" and "anecdotal." He may start listening to the sound of his own voice. These are all bad. They have all happened to me, and the memory of them brings out a cold sweat. And the point is, they are all unnecessary. A properly concocted script, worked at until you can read it as though you were talking it, is all that is needed. There are two matters here. It must be properly concocted. It must be written as you would talk when you are doing normal straightforward academic talking. This does not mean "written as you would write an article." A radio script is not at all the same as a manuscript. It must fit your personality more closely. It must be less packed and more expressive. It has a place for short sentences; for rhetorical questions; for homely idiom; for racy metaphor; for the first person singular; for passages you would normally say with a smile or a frown or a look of puzzlement. The point is, a script must be written to be talked. When read aloud it must not sound as though it were written to be read. This is a knack. Any self-respecting academic who wants to broadcast can learn to do it. There are two steps. One, you learn to write as you would normally talk; two, you learn to read what you have thus written as though you were talking and not reading. This takes a little self-knowledge, a little re-writing, and rather more than a little practice at making your tongue say what your eye sees, in the manner that you speak when you talk.

(b) Anything else I can say is secondary to that. But for what they are worth, I shall close with a few miscellaneous do's and don'ts. (1) Never undertake less than fifteen minutes or more than thirty minutes. There is a certain solidity to the subject-matter of academic broadcasting. It is not news or anecdotes or jokes. It doesn't come in less than fifteen minute packages. It normally contains exposition, description, narration, argument, criticism; and these take time. It is addressed to the mind, and it takes time to involve a listener's mind

in what you want to say. These very things which make less than fifteen minutes too little, make more than thirty minutes too much. If you are working your listener as hard as he has a right to expect, don't ask him to stay with you beyond thirty minutes. Demand close listening; but don't demand it for more than thirty minutes, because you won't get it. (2) Presuppose as close to nothing as you can. Supply what your listener has to have to follow you. This may cramp your style; but put up with the cramps, if you want listeners. This is not to say that your listeners are ignorant. They aren't; but they don't have your specialized knowledge and they haven't given as much thought to your topic as you have. Your language is esoteric. Your information is esoteric. Your pattern of thought is esoteric. These are obstacles to be overcome. (3) Don't attempt "academic serials." Assume that you are playing a one-night stand, even if you aren't. A studio is not a class room. When you dismiss a class on Monday there is a reasonable presumption that it will return for more on Wednesday and Friday. You cannot assume that about a radio audience. Whatever your point is, you must get it across here and now. You cannot say "This will become clearer as we proceed", or "your outside reading will development my point for you." (3) Do not seek to edify or exhort. There is nothing wrong with edification or exhortation; but they are not your assignment. Your business is to interest, to inform, to clarify, to challenge, to criticize, to invite minds to range wider and deeper, to raise questions of principle, to point out presuppositions. These are the stock-in-trade of academic broadcasting. They are worth going after for their own sakes. You are an academic, not an ecclesiastic or a politician. This does not mean "be cynical", or "be neutral on everything", or "be coldly impersonal." It means consider your listeners as minds or intellects to be informed, not as wills to be shaped or souls to be saved. (4) Remember always that you are not addressing a captive audience. This is one of the small number of ways in which the studio differs crucially from the class-room. You may lose touch with your students but normally they continue to sit there. They can't tune you out. Until the bell rings there is little they can do about you. But you don't have that kind of hold one your radio audience. They don't have to stay with you; and, what is more, they don't have to pass your tests. With them you are up against free men. You must keep it coming and keep it good. (5) Remember also, that between your mind and the minds you are addressing there is only your voice and their ears. This is another crucial difference between studio and class-room. In a manner of speaking, your listeners are stone blind. What difference would it make to you in class if your students were all blind? The force of this analogy was brought home to me once when I had a blind boy in class. I accosted him one day in the corridor and asked "How are things coming on? Everything alright?" He said "As well as can be expected." The tone of his voice led me to say, "What do you mean, 'As well as can be expected'?" "Well," he said, "all I can do is hear your voice. I can't see your face. I can't see what you put on the board. When you draw diagrams or jot down phrases--and you do a lot of that--I lose touch. In fact, being in class is something like listening to the radio." He made my point in that last remark.

NAEB
REGION VI
SEMINAR - WORKSHOP
UNIVERSITY OF OREGON
RADIO STATION KWAX
EUGENE, OREGON, OCT. 16-17, 1953

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
14 GREGORY HALL, URBANA, ILLINOIS

REGION VI

SEMINAR--WORKSHOP

University of Oregon, Radio Station KWAX
Eugene, Ore., Oct. 16-17, 1953

Edited by

James S. Miles, Chairman
NAEB Public Relations Committee

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PREFACE

Due to the need to transcribe the minutes of this Regional Conference from tape, and to eliminate from them the sort of material contained in earlier NAEB Regional Conference Reports, this publication has been somewhat delayed.

It is thanks to the work of James Miles, Chairman of the NAEB Public Relations Committee, who was finally able to edit it into the present form that we now make it available for distribution.

Like all earlier Regional meetings (Region II, March 13-14, 1953, Chapel Hill, N. C.; Region III, May 22-24, 1953, Ann Arbor, Mich.; and Region V, March 28-30, 1952, Norman, Okla.) and the recent Region IV meeting, held October 1, 1954, at Ames, Iowa, this Region VI meeting was made possible by funds from the W. K. Kellogg Foundation.

Our thanks are due Mr. Allen Miller and his staff of KWSC, and to Mr. Glenn Starlin of the University of Oregon, for the securing and transcribing of the minutes of this meeting, as well as to Mr. Miles and his staff for organizing them as now presented.

Besides the abbreviated minutes of this conference, we have included the agenda of the meeting, the roster of persons in attendance, and copies of the addresses of Dr. Harry Newburn of the Educational Television and Radio Center and Professor Alburey Castell of the University of Oregon, for both of which there have been numerous requests.

H. J. Skornia
H. J. Skornia
Executive Director, NAEB
February 1, 1955
Urbana, Illinois

January 13, 1955

Mr. Allen Miller
(Former) Director, NAEB Region VI

Dear Allen:

During the past six months I have from time to time picked up the typed report of the REGION VI Meeting and reviewed it. It lacked considerable cohesion so I asked my secretary not only to read it but to attempt to type it up in better form and to make some sense out of some of the places where obviously words were copied down wrong. My immediate chore and reason for doing all of this is, as you know, to write a report on the REGION VI Meeting. This I agreed to do in a moment of weakness as Chairman of the NAEB Publications Committee for the year of 1954. I have now come to the conclusion that I shall not attempt to digest the things that were said there more than a year ago but rather will attempt to comment on the written report as I have it, bringing out the ideas that were expressed and then allowing you to comment on them in rebuttal or agreeing as you see fit. I do think that Dr. Newburn's speech was of such a nature that it should be reported in toto and it is attached herewith.

I know that you know that I have been associated with the NAEB and its workings for some time. You will remember that I have served (1) on the Board for two two-year terms, (2) as Executive Director for almost a year and a half, and (3) a year as secretary of the organization. This past year has been one of relative quietude while I served as Chairman of a rather stormy Constitution Committee and the not so stormy Publications Committee. Like all good NAEB'ers I read the NEWSLETTER from "kiver to kiver" and plan always to see the offerings of the NAEB Tape Network as they come in.

During my tenure as Executive Director we held the first regional conference of the NAEB in Norman, Oklahoma, and the second in Chapel Hill, North Carolina. Shortly after I returned to Purdue, we had the third Regional Conference at Ann Arbor, Michigan. Having been able to attend all of these, the Conference of REGION VI was my first miss. I regret this on two counts, first, that I wasn't able to visit with all the good people there, and second, that I wasn't able to get across the GREAT DIVIDE. I'll rectify the latter but the former is lost forever.

I was glad to see that Ausmus, Skornia and Schooley were present. The NAEB certainly owes a debt of gratitude it will never be able to repay to these three individuals.

The mixture of old timers and newcomers was good, too. You have been with the organization for a long time as have Jimmie Morris, Ed Adams and a number of others. Pat Greene and Ed Barrett I'll remember for their contribution to the Allerton House School Seminar, Summer of '52. Therefore, names were not just names to me but very real personalities. I could almost hear each individual say what the written word says they said.

As usual, I find it difficult to argue with Ausmus. His opening statements in this case certainly set the proper tone. This together with the planning evident in the organization of the Workshop gave those attending a sense of real direction. I can't help but smile every time Graydon mentions the "Fifth Largest Network" but I realize how true this really is. I realize, too, the truth in his statement that this is a cooperative organization which taps the outstanding resources, talent-wise and production-wise of our major colleges, universities, and school systems, not only in the United States, but also throughout the world. On these two pillars the NAEB rests. There could be no better foundation. This, I agree with Ausmus, must be maintained.

If the NAEB becomes "Their Association," not "My Association," then it will cease to occupy the position that it now does in the minds and hearts of all of us.

Having worked with the Fund for Adult Education and the Kellogg Foundation, I realize very definitely the truth of Ausmus' statements regarding the flexibility of foundation negotiations. Certainly here is the place where the utmost in latitude must always be allowed the governing body of any association. In all dealings with foundations we must be prepared for quick changes. Sometimes this may mean a reinterpretation of our basic policy. As long as we have the type individuals we have on our Board and serving as our officers I will always believe that they will do thier best for the Association and its members.

You know as well as I some of the problems that the Board and the Executive Office have had in the past, in understanding one another. The question of establishing policy, whether it was established by the Board, or whether it was established through the persistence of operations, and just what was operations, is a moot question. It must be decided, knowing the background to each individual case. I'm happy to note that this took up a great deal of time in the discussion period. Nothing is any more difficult for a member who has not served in one of these capacities to understand than this. Thankfully the United States is well "organized." Thus if some of our members have not served on the Board of the NAEB, at least they have served on the board or in some executive capacity with some other organization and realize how impossible it is to check every detail with the total membership.

I think, too, that the other question that Graydon raised more than likely served as a kick-off for the fifteen or so points that were discussed and on which I would like to comment in detail. They are still points that need further determination.

Graydon asks the members: "Where does the NAEB go from here? Does it become the professional organization? Does it continue to be a producing organization? Should it attempt to become an international association? What sort of cooperation should it have with other organizations also interested in the education of the people of the United States?" This certainly was the type of challenge that should have been thrown down to a group gathering from all over the area to discuss their association. That these individual groups met, discussed, came in with recommendations, indicates how well again the meeting was planned and how good a job Ausmus actually did.

Let's now go to the points raised. The order in which I present these will probably not be in the order that they were presented at the REGION VI Meeting. I am handicapped here inasmuch as I have none of the written material that you gave to the people who attended. However, I think that I have most of the points, -- twelve to be exact, -- of the fifteen that were brought up. Perhaps I have grouped some of them so that actually all fifteen are represented in the following list.

1) NAEB NETWORK OPERATIONS. The questions raised here were ones that have been raised for years and more than likely will continue to be raised every time NAEB'ers get together. The perennial fight for more quarter-hour programs, for better editing, for more variety, more drama, more interviews and perhaps less straight talk and music. All of these are questions that have no real answer. It goes back to the basic idea that this Network is a cooperative venture. As long as it is, and as long as it utilizes programs from its members, the programs offered on the Network will be no better than the members prepare for home consumption. In many cases they cannot be as good because the home consumption type oft-times has a particular local flavor, that has no meaning outside the confines of that station's listening audience.

I am glad to see that the folks thought that the number of programs offered on the Network was okay. I had long felt that the Network programs should occupy somewhere between 5 and 10% of the operating schedule. I know that in many cases they occupy far more but I am sure that with a station operating over 50 hours per week, Network programs do not occupy more than this. Here at WBAA, it's closer to the 5%, as I am sure it is at KWSC and a number of others. The current offering contains about as many programs as stations can assimilate. On the other hand, it's about as many as can be culled from the number which are offered to Headquarters regularly.

The editing problem is one that can be whipped. One of the best ways to operate anything of this nature on a mechanical basis is to do it at one place with one man. He can catch the obvious discrepancies in time; he can take care of the mechanics of getting the proper introduction, of getting enough information for publicity, of getting the proper times. He, however, cannot do the analysis that might be done by one of the other methods you suggested unless he happens to be a very unusual person. Therefore, while this tends to look very good mechanically it has some drawbacks from the aesthetic point of view. If you get this aestheticism by having a number of stations listen and critically analyze each Network program before it is offered, you get yourself into an almost impossible detail-weighted position. I think our past experience with attempting to produce programs by a committee leads us to believe that only broad policies must be set down by the Committee and these must then be left to an executive to handle in the manner which best fits. Of course, sending it around to the member stations to do "for free" helps the budget but the numerous details frighten me. I was happy to note that you finally arrived at the position that Network programs were better than when the Network started nearly four years ago, and that they will certainly get better every year the Network operates.

2) ELECTION OF REGIONAL DIRECTORS. I don't mind telling you that I am thoroughly confused on this matter. I've listened to the arguments on this question for the better part of six years and there are certainly good things to say on both sides of the issue. If I was personally forced to vote I would say let's elect the Regional Directors as a group, by the total membership. I like to feel that while one director may be from the West Coast, he still is a member of my Board of Directors. Some day a region might elect a director who would never have gotten anywhere on a national slate. Of course, you could turn this thing around and say that the ignorance of the people outside the region about members in that region would tend to do this same trick. I still feel that I'd like to vote for each one of the Directors of the NAEB, but I know this is at variance with your recommendation and generally, at variance with the wishes of the total membership, so I'll be content to vote for the Director of Region III when my turn comes.

3) REPRESENTATION OF GROUPS ON THE BOARD: I was very happy to know that you came to the consensus that the Board should not have a School Station Representative per se. Board members must represent broadly; they must not speak for any special group within the Association; they must attempt to do the best for all members. This does not say that the school station manager might not be a better man than the operator of a college station but I would rather elect him for his integrity and brilliance rather than for the reason that he is a school station man.

4) REDISTRICTING OF NAEB. Your suggestion of dividing REGION VI into Region VI (A), composed of Washington, Oregon, Idaho, and western Montana, and Region VI (B) composed of California, Nevada, Utah and Arizona, has some merit. Your analysis of the Board of Directors acting as a senate rather than a house of representatives is also good. However, I feel that there must be

some idea of proportional representation. I am sure that John Dunn, when he made up the Districts, and the Board when it approved them, many years ago, had a combination of houses in mind. I am happy that you threw this whole matter back to the Directors -- I think that's where it belongs -- someone has to work out an equitable plan. Perhaps there are other districts that likewise need some breaking up for geographical purposes alone. You will remember that at your insistence, the Constitution Committee this past year took steps to make it possible for the Board to create anywhere from five to ten Regions. If I am not mistaken, this was one of the few things which met with informal support at the business meeting in New York City this last fall (October, 1954). Thus the membership agrees with your thinking that the Board should come up with a definite plan for redistricting.

5) ANNUAL MEETING. I couldn't agree with you more. Certainly it would lend strength to the Association if the meeting were always held in the Chicago area. But perhaps your solution of one in Chicago, then on the East Coast, then Chicago, then one on the West Coast, then Chicago again, is a good answer. I am sure this will come up for more discussion in Chicago in 1955 and your recommendation should be presented at that time.

I would like to comment on one other thing that was sort of tossed in backwards at this meeting. I believe it was Pat Greene who made the statement that we did not have a tradition of meeting on institution campuses. If we do not have, it's because it was broken down by the meetings at Biloxi, at New York, and now by this meeting-to-be in Chicago. I believe that if you will check all the rest of the meetings, national and regional, you'll find that they were held upon college campuses. I, for one, think they should continue to be held on college campuses. The facilities are good at the larger institutions, and prices are usually less expensive than in the major cities.

Transportation to some places is difficult, but even this, with the feeder airlines that we have nowadays, is not a serious problem.

6) REPRESENTATION OF ASSOCIATE MEMBERS ON THE BOARD. The REGION VI meeting evidently agreed that Associate members do not need representation on the Board. It also appears that you felt that the NAEB should continue to be an Association of operating stations. While your discussion tended to make this an either/or proposition I do not view it as such. I think we should make every effort to cultivate Associate members and I think they should be eligible for Board membership just as any Active member is eligible for Board membership. I do not believe that the sheer fact that the NAEB now allows only operators to be Active members and only Active members to be officers or Board members has anything to do with the desire or ultimate consummation of plans for an institution to operate a station of its own. This has a corollary, of course, in "Should NAEB Network programs be made available to Associate members?" I have always held that Associate members should have a way of securing certain programs from the NAEB Network. Here I am inclined to agree with Dr. Newburn that in those situations where there is no educational station, service should be given educational institutions who have agreements with commercial stations. You always have to put in, of course, the restriction that only certain programs will be available because of copyright, union and other factors.

7) NETWORK ASSESSMENT FEES. The discussion about fees was most interesting. I can see your fine hand in this topic. I also see that you were quite vocal on your "FIFTH YEAR PLAN." As you know, this is one point on which we have always agreed. Like you I do not feel that we do enough to support our Association. I know that each institution is going to have to do more. Your FIFTH YEAR PLAN is a very fine start in the right direction. I am sorry to see that some of the members still do not understand the provisions of the

Kellogg Grant. At this late date members should know what this is about. Adequate material has been distributed and there have been sufficient questions asked and answered at national and regional meetings. I suppose it's one of those things that have to be gone over and over, again and again.

I was intrigued, as I have been in the past, by the proposal from someone that we put the NAEB Network on a cost per program basis. This has long appealed to me but I could never see quite how it could be made to work. Many people feel that we do not have a large enough potential to make it possible to operate on this basis and still effect the economy of mass duplication and distribution that is necessary. However, this certainly should be given some study. It is questionable that you should pay for all of the programs whether you use them or not. Some people will condemn me for saying so but we here at WBAA have, I believe, played at least 95 per cent of all the programs ever offered on the NAEB Network. We may not be as discriminating as we should, but we feel that these programs add materially to our program schedule. Some were not as good as others, but in the main they did enrich our program fare.

8) SHOULD THE NAEB BE AN INTERNATIONAL ASSOCIATION? Your decision that we should continue to cooperate with the broadcasters of other countries and step up our efforts in the Americas and the Far East was most heartening. I am glad to know that your group realized that communication is basic to understanding and that we have one of the greatest means of communication at our disposal. Our experience this fall with an exchange Fulbrighter from RADIO ITALIANA has been most satisfying. He has been here since October and plans to stay until June. I am sure that he will add to our understanding, not only of Italy but of all peoples who come from a different background and have a different language from ours. We have had foreign students on our campus for years, -- some 300-400 of them -- but we have never had this close day-by-day

contact with a man in our subject field before. I wish that every NAEB station could have such an experience with such an individual.

9) NATIONAL SCRIPT EXCHANGE. This certainly is an old clunker. You will remember in the first grant-in-aid project we thought we had an answer to this problem when one of the grantees asked for money to select scripts and to publish a book of them. These scripts were not barn burners perhaps, -- they were good, and they were used, I am sure, in a great number of places. They were edited well, production notes were in good shape and they were free from copyrights and so forth. Nevertheless, the membership just did not like the idea and I fear will never like the idea of exchanging scripts. I've had young producers here take apart scripts written by established veterans, and say that they were just so much pap. Perhaps this is pure ignorance, but maybe too it means that we have our own way of expressing ourselves. The only way is for each to write his own or cause them to be written for us with our ideas specifically in mind. I am afraid that we at WBAA did not produce any of the programs that were written under that grant-in-aid. We still have the scripts, maybe someday we'll find them better than we had originally thought. I know that we would have nothing to contribute to a national script exchange and I have yet to see very many scripts that I would like to pick up and try to utilize on a regular basis from another NAEB member.

10) SHOULD THE NAEB CONTINUE TO BE IN THE PRODUCTION BUSINESS? This has almost gone down the river. It is certainly true that it takes facilities to make such production possible. Facilities indicate need for large capital investment. Therefore, it seems to me that the grants-in-aid are about as far as we can go in this direction. The grants enable us to use the already existing facilities a little more than they are being used at the moment. It will take someone with a lot of money to set up facilities equivalent to some of

our better ones like Michigan or Oklahoma, and then quite a sizeable annual budget to operate it with the hopes that maybe we can get some programs from it. I tend to believe with some of the members at your meeting that we should stay out of the production field. This is not to say that someone should not produce another series like the JEFFERSONIAN HERITAGE or THE WAYS OF MANKIND, but I am not at all sure that the NAEB as an Association should do so. This is in direct variance with the consensus of your group. However, I did not see anything in the reporter's notes arguing pro or con on this matter, -- merely the simple statement that the NAEB should continue to produce programs.

11) STATION BUDGETS! I remember in going over the old files in some attempt to set up a history of NAEB, that in 1937 the late W. I. Griffith, then Manager of WOI at Ames, Iowa, took two pages to write to Frank Schooley and Jim Ebel at the University of Illinois, asking them to be sure to be by their telephones shortly after 7 P. M. on a certain evening so that he could place a long-distance station-to-station call at reduced rates and hope to get a particular question answered. All of us who knew Griff will remember that he more than likely had a 3-minute egg-timer by the telephone too. I use this merely as an example of the tightness of all budgets not too long ago and certainly it is not a slur on Griff, whom all of us knew and loved. I believe it was Pat Greene who said at your meeting that their station had been at it for 31 years and they still hadn't all the money they needed by a long way. This may or may not be solace to a newcomer but it does indicate the long-term effect of which all of us in educational broadcasting are so well aware. It certainly is good to get together with others and compare and perhaps commiserate on one's budget troubles. Some of that commiserating can be done at home now, thanks to our good friend from Marshall College who put out such an excellent publication about a year ago. If my memory serves me

correctly, Burton Paulu did something quite comparable not more than five years ago and I expect that something similar will have to be done five years hence in order that people may understand how budgets grow as respect for the operation grows. It seems quite popular today for many employers to place a big card on the office wall with the single word "THINK" on it. Undoubtedly this is needed around educational radio stations as well but if I were to have my choice of cards I wouldn't put up the word "THINK," -- the word "PATIENCE" would be much better, or perhaps just "WAIT".....

12) FM PROMOTION. Some will certainly take heart when I tell them that the Chairman of our Television Policy Committee here at Purdue has agreed to spend several thousand dollars on a series of 8 television programs and that he, after reading the first set of scripts, was so elated that he called me at ten o'clock at night and stated: "If these are as good on television as they are on paper, I will have to buy a TV set." May I drop one little gem in here? I don't know how many people saw it, but it seemed to me that one answer to this whole problem was displayed at the NAEB Convention in New York with the little gadget that goes on the television set and makes it an FM receiver. Vernon McKown of New Albany was in the office recently and stated that while their television and radio dealers down there didn't want to handle the sale of this, he thought he could get permission to sell it through their school system to those parents who might want to listen to their kids at home and who would not pay \$50.00 for an FM receiver but who had TV receivers and might well pay \$20.00 for one of these gadgets. Of course, I don't think I need to say that circulation is only a portion of the problem. It is true that you have to have receivers before you have listeners, but its also true that you have to have something which people want to hear. Here you certainly must say "Set a goal, be true unto it, and allow it to develop over the years, not the weeks."

This, then, Allen, seems the gist of the REGION VI Meeting and my comments on it. It certainly is not a report and it may not even be a review in the strict sense of the word. Perhaps I have just taken it as a stump from which to express some of my own opinions. However, I believe they are the basic problems confronting the NAEB today and they will require all the enlightenment possible before they can be solved. I hope the readers of this will take what I have said and consider the source just as I took a good many of the things that were said in the meeting and considered the source of them.

One thing I haven't done is follow through with the television discussion which I am sure was interesting, but which, by the very nature of the brute is changing so rapidly that what was said is undoubtedly considerably out-of-date now. Then, too, there is the possibility that some of the things that were said should not be repeated now because of those subsequent developments.

Again, I am sorry I could not get to this meeting. I know now that it was a good one and I would have liked to have sat in on the discussions. You know, of course, that REGION IV has held a meeting since yours, so now if we get REGION I to hold theirs, in the very near future, we will have made a complete round robin. When we tie this up with the combined Workshop-Convention, forthcoming in Chicago next Fall, I believe that we will have rounded out five years of development, growth and expansion with the wonderful help of the Kellogg Foundation in an advisory and financial capacity, and the tremendous work on the part of the members, both those who have served on the Board and in officer capacity, and those who have not. In retrospect, it is all pretty wonderful.

Where do we go in the future? Well, perhaps another round of conferences in the various regions will be forthcoming and will help to design our direction.

Sincerely,

s/ Jim

James S. Miles, Chairman
NAEB Public Relations Committee
(Former NAEB Executive Director)

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A Report on the
EDUCATIONAL TELEVISION AND RADIO CENTER
(to NAEB Regional Meeting)

by

Dr. H. K. Newburn, President

I am pleased to talk with you here in Eugene. I do not think I need to confess, however, that I am not going to add very much to your technical knowledge in the area of radio and television. Perhaps, instead, I can give you, briefly, some of the underlying educational thinking which has gone into our plans for the Educational Television and Radio Center.

I told Mr. Starlin, when he passed along Mr. Miller's invitation for me to speak tonight, that I would be glad to accept if I could do so in an informal manner, and if I could take advantage of the opportunity to gain as much from you as I might be able to give. I say this because, as all of you know, the NAEB was one of the organizations instrumental in the establishment of the Center, and we are building upon a sound and well-established base in educational radio developed by many of you people.

The Center is an independent, non-profit, educational corporation. I use the word independent advisedly because although our resources come from the Fund for Adult Education we operate as a separate unit, responsible to our own Board of Directors. I think this is one of the most important things which I can mention because it is pretty generally misunderstood over the country.

I am afraid many people, for example, feel we have unlimited funds and that we are going to employ a staff of somewhere in the neighborhood of two or three thousand people. At least, that would be the conclusion one might draw from the mail which we have been receiving. Such is not the case, however, and the Center's financial resources are in reality quite limited.

As to our Board of Directors, we are highly pleased with the broad representation which it provides. It is made up not only of leaders in the field of education, but of representatives from business and the professions as well. There's a banker on the Board, an outstanding lawyer, a leading economist, and, of course, a representative from your own ranks, Dick Hull.

On the financial side, the Center has funds for overhead operations for about four years and for programming for approximately three years. Thus far, the original source of funds has been the Fund for Adult Education, an independent organization created by the Ford Foundation. Both the Fund and the Foundation, however, have taken the view--which I fully support--that the Center should not become primarily associated in the minds of people with any parent organization, but should attract financial and other support from a much broader base. Thus, we are hoping, over the years, to find additional sources of support to balance out the aid which we presently have. That the corporation eventually will become, in a sense, self-supporting is the hope of those who have organized it. This raises a problem of serious implications to all of us here.

Turning to functions of the Center, it is designed primarily--I would say almost solely--as a program aid in the areas of radio and television. You will hear a good deal more, I presume, about the aid for television in the first year or two of operation, but we are not unmindful of our responsibility to radio as well. In fact, I think if you would take grants made to date you would find more support devoted to radio than to television.

With that general definition of function, it follows that the hope of almost everyone who has had some connection with the Center is that, through its efforts and resources, the program services of educational television will be enhanced and of higher quality than might be possible otherwise. I am certain I do not have to tell you that this has been one of the great problems of educational radio. Speaking as an ex-school administrator, I must admit that the type of financial support which has been available to educational radio, with but a very few exceptions, has been most inadequate indeed.

If such a pattern holds over to educational television, where the costs will be much greater but the educational potential much higher, it is inevitable that the results will be far worse, at least in terms of educational goals which we might have achieved. In fact, it seems to me, that unless all of us can put our heads together and provide the resources necessary--both ideas and funds to bring the ideas to fruition--the possibilities of educational television are quite limited.

Thus, I have sketched the philosophy underlying the Center's approach to its problems. By concentrating our efforts in the area of program services, we feel we will be making the greatest contribution to educational television and radio in this country. Such a concentration will mean that, of necessity, we shall be unable to assume primary responsibility for other important problems such as engineering services, grants for equipment, the many problems of personnel for stations, and related fields. To be sure, we shall be interested in these areas because of the influence they will have upon the type and quality of program materials which we will be getting, but they are not our primary areas of operation.

Within this framework, you will ask, how does the Center plan to go about its job? I wish I could be more specific on this point, but I cannot, primarily because our operation is so new. However, I can indicate to you some of our tentative thinking as we move ahead in our planning and operations.

In the first place, we do not conceive of ourselves as a primary producing agency. We believe that our job is to get the production done, but not by directly entering the producing business with our own staff. In short, we intend to seek such production help from the educational stations themselves; from universities and colleges with television, radio, and film units; and from independent producers.

Secondly, and consistent with the above point of view, we feel that we should operate with a very small, full-time central staff and depend to a great extent upon highly-skilled and specialized, part-time or temporary help. Now that conception is based upon several assumptions, but one of them I think is very important to you people.

There is, it seems to us, a real danger implicit in such an organization as ours. This danger is that it will, without meaning to do so, tend to dominate to some degree programming from the standpoint of ideas and philosophy. We are fully aware of that possibility, and we certainly shall do everything we can to prevent it from happening.

We think one of the ways in which we can avoid such an unconscious influence is by calling upon people from all over the country to help as consultants, bringing them in on a special job, a special assignment, or a special program series. Thus, we take into our staff a more varied group, not only from the geographical point of view, but also from the standpoint of general background and thinking.

This is not the only reason for operating with a comparatively large staff of part-time consultants. We also feel that in so doing we implicitly say to the people in the field that this is a cooperative enterprise, a common job, in which their special talents and abilities are needed. I cite the following as an example only.

Bob Hudson, who is in charge of our program development, has a long list of possibilities to check and evaluate. Obviously, he can't examine all of these himself. To handle this problem, we could do one of two things: add to our staff a half-dozen people on a full-time basis, or pick up people from your ranks and elsewhere around the country who have special qualifications for the particular job we have in mind. Naturally, we feel that the latter approach assures us of highly important skills, which we might otherwise be lacking, and also provides more varied approach to the entire programming problem.

Turning from program production to another area of our operation, it also is becoming increasingly clear to all of us on the staff that we cannot hope to develop a great warehouse, or a series of warehouses over the country, of film materials, and attempt to stock these "depots" with all the film material which is currently available. It had been proposed that we do this by going to the commercial houses that produce and distribute film and making arrangements to obtain copies of film materials which our affiliated stations might want. Then, instead of dealing with each individual producer, the stations would be able to requisition films from a single warehouse.

Our reason for not going into an extensive operation of this kind is not because we think there is no possibility for a real service, but because we feel we can gain the same end without getting involved in such a large-scale distribution setup that it might become the tail that wagged the dog. Instead, we are giving serious consideration to a plan of working with station managers and potential suppliers of educational film to obtain a more favorable arrangement based upon multiple usage. This eliminates the necessity of setting up and maintaining the physical distribution facilities for such an operation. At the same time, I should add, we are not ruling out the possibility of obtaining selected programs to be included as part of a program packet which the Center will distribute directly.

Turning now to more specific plans, we have decided--and I hope this is not too optimistic--to offer the stations which will be on the air during the first part of the year an average of five hours of programming per week beginning on January 1. At the outset we do not expect to supply a full five

hours each week, but later, as the supply of programs becomes greater, we hope to increase the weekly package so that an average of five hours will be attained over the year.

Where will the Center obtain this material? In general, we expect our chief sources of program materials to fall into three broad categories: (1) those programs produced by educational television stations and distributed by the Center (exchange programs); (2) those programs produced for the Center by educational and commercial television stations, by universities and colleges, and by commercial film producers (produced programs); and (3) those programs selected from the great variety of film resources already available and which have been, or can be, cleared for educational television uses (acquired programs).

Our first source of supply is quite an extensive one. We already have a long list of proposed exchanges that various agencies feel are worthy of national distribution. This doesn't mean such programs are ready to go on the air in the form in which they should go into a package, but at least they are not just ideas.

In short, it looks as if in the long run the exchange method can produce a good deal of excellent material. Most of this we hope to get at a relatively low cost, perhaps little more than the out-of-pocket cost of the unit which produced the material; in other words, the difference between what it would cost if the local station were to put it on the air for itself and the additional operations necessary to put the film on kine into our hands for exchange.

The second source of supply is through direct production contracts. In most cases, we think of these as internal contracts because they will be either with educational television stations themselves or institutions which have film production units. These contracts will be just that--an agreement with a station or a university to produce a specific series of programs for the Center. In some cases we may pay the entire cost of production; in others, only part.

This source of supply, we feel, will be quite productive over the years, and we have every hope of getting materials which will vary all the way from what might be called acceptable to really distinguished programs. Already there are signs that some of these agencies will be able to do an outstanding job in this area.

Finally, the third category of materials is what we have called acquired materials. These are programs selected from the vast supply of film material already available in this country. By the nature of its operation, the Center does not intend to buy wholesale quantities of such materials, but rather plans to build its program patterns and acquire only those films which fit into its patterns.

I am certain I do not have to point out to any of you the almost unlimited possibilities in this field. In one category alone, the State Department has stored in New York City some forty million feet of film, part of which can perhaps be turned over to us. Just to find out what is in this material is a staggering job since the largest part of it is not catalogued or evaluated.

In addition, most other government agencies have shown a real interest in making their films available through the Center, thus reducing the number of contacts with which they might have to deal.

Apart from government film, we have a big job to do in screening other materials already produced. For example, we hope soon to have reliable data on somewhere between 1,000 and 1,500 titles which might be valuable for educational television purposes, a project which is being carried out for us by the Film Council of America. A similar project already has provided data on some 950 European educational films of possible interest and value to educational television.

Such will be the sources of supply which we hope to tap during the first year of operation. There will not be much variety in our program package the first year, but it is the best we can hope to do until production resources are built up around the country.

Naturally, this will not preclude the possibility of providing programs over and above those furnished in the package. For example, we are also exploring the possibility of providing some type of regular newsreel service, not in the usual sense, but in the way of a "news in depth" type of presentation. I must say that the possibilities of such a service do not look good to us at the present time--partly because of clearances, etc.--but at least we are carefully looking into the situation.

Even more important, we're also hoping to do a few distinguished things of a prestige nature. We realize there is some controversy on this point and we recognize the possibility, in the pressure of the moment, that such activity may be overlooked because it is expensive. But we certainly intend not to neglect this area and we hope to put on some things which are really outstanding--a program or series which will stand as a beacon light for anybody to look at and say, "This is what can be done--the goal to which we can all aspire in educational television."

Thus, I have tried to present rather briefly some of the background thinking as well as some of the problems of the Educational Television and Radio Center. Let me say again that we are pleased to be associated in this important educational enterprise with an organization such as you represent.

Questions and Answers

Question: I'd like to ask, speaking for those of us who are looking toward budgets and planning, and in line with the idea that you might some day be self-supporting, what sort of financing should we figure in our planning?

Newburn: I cannot answer that question in any detail at the moment because our Board has made no final decision. We are basing our plans, however, on two fundamental assumptions. These are (1) that the stations in the long run should pay for the program materials received from us, and (2) that in the initial years of operation with very restricted budgets this payment shouldn't be much more than a token one. Naturally, because the stations themselves will supply part of our material, we expect the long run charges to be less than the equivalent service might cost from other sources.

I also should add that we think there are other sources of income in addition to charges for program services. We feel there are national organizations, for example, which may be interested in granting money to an organization such as ours for the production of materials in broad areas of interest, without demanding specific advertising tags on the end product. At any rate, the problem of charges for service is one which we intend to talk over carefully with your advisory committee before we reach any final conclusions.

Question--Graydon Ausmus: My comment is upon a statement which you made which disturbs me a little, Dr. Newburn. You say you are not going to produce. Yet, I think there is a possibility, eventually, that someone is going to have to establish a production center for educational television. Perhaps this is not so much a question as a statement because I hope that is one aspect of the Center's operation which may be kept open.

Newburn: Our By-laws now would prevent us from producing and the Board is unanimous in the feeling that we ought not ourselves to engage in actual production. Having said that, however, I should add that you can always change By-laws.

Ausmus: I merely say this to get it on the record because I think there is a possibility that eventually we will have to have a central production agency for educational television programs.

Question--Allen Miller: I inferred correctly, though, from what you said that there is nothing to prevent you from seeing to it that there is production done by other organizations. In other words, you can determine what production is needed and can see to it that contracts are issued so that the end result is accomplished?

Newburn: That's right. If there is a vacuum in an area, we can move right in and see that something is produced, and we would have no hesitation in doing so. It's simply a matter of where the actual production is done and

we would prefer to have it handled by contract rather than developing our own staff to do the job.

Question--Pat Green: Will there be any distribution to commercial stations of anything which the Center handles?

Newburn: That is a basic policy question which has not yet been settled by our Board. Our present thinking, which I am glad to check with you, is that there should be no distribution to commercial outlets until the materials have been shown in that area on the educational stations. After they have been shown on educational stations, and if we have the necessary rights, the materials might be made available, some of them, to commercial stations.

Green: If there is no educational station in that area, however, and there may not be one for some time, will such a program be available for use in that area until there is an educational station?

Newburn: Generally no, if there is any reason to think there will be an educational station in that area. On the other hand, where there clearly will be no station for some time to come, we might make materials available to an educational institution for use on time donated by a commercial station. At least, we are considering that possibility.

Barrett: I wanted to ask about the potential acceptance of your editorial policies--that is your selection policies--by colleges, universities, state organizations, public school districts, and so forth. Do you expect any problems in this respect?

Newburn: Our evidence at the moment would indicate that stations which are going to be on the air in the next few months are so eager for help that such issues will not come to the front immediately as much as they might later. We do think this is a problem--and your question is a good one--but we intend to do everything we can to solve it before it arises. I already have indicated our plans to draw in large numbers of educational consultants, from all fields, to consult often and carefully with station managers on major items of program policy and through research to establish the areas of greatest need in the minds of educational leaders throughout the country.

There is still another way to offset any tendency for program control from a central source. That is to make programs adaptable to the local situation. Thus, for example, by supplying twenty minutes of film material for a thirty-minute program, we permit the local station to build its own local discussion for the remaining portion of the time. I believe this method has real possibilities and we are seriously considering it.

Ausmus: Many of us who have been the most active in educational television are concerned that in its first year of operation educational television may not put its best foot forward. In other words, the real potential of the

medium may not be demonstrated to the public at large. Can you give us a word of cheer and encouragement on this point?

Newburn: I think this is a very real concern that all of us should take to heart. From the standpoint of the stations, as well as the Center, it is highly important that what is done this first year be educationally significant and worthwhile and that we seek, even at the expense of quantity, to turn out a quality product. I am like the rest of you, having accepted this position because of the tremendous challenge which educational television offers. To live up to the potential, however, will be a difficult task which, if it can be done, will be a highly significant achievement in American education.

Ausmus: I think we can rise to the occasion.

ACADEMIC BROADCASTING

Dr. Alburey Castell
Chairman, Department of Philosophy, University of Oregon

*Delivered at the Region VI Meeting, Eugene, Oregon, October 17, 1953

I am to speak to you on Academic Broadcasting. I use that phrase to cover broadcasting by members of college and university faculties. I have no idea how much academic broadcasting there is in this country; but I have the strong conviction, that if it is well done, the more there is of it the better.

Before turning your attention to details, I wish to take this chance to express my lively appreciation for NAEB. Its efforts to put academic broadcasters in touch with listeners all over the nation are all to the good. For over ten years now I have been having an affair with the academic microphone; but no matter how sedulously I paid court to the lady, we never got beyond the range of the university station. And then along came NALB, and before I knew it I was talking to listeners in states all over the union. Write-in mail began turning up from "far-away places with strange-sounding names". If you have mike-fever, there is a thrill in this. So I wish NAEB good luck, green lights, straight-aways, bon voyage, happy landing, and anything else it needs to keep it plugging away at its job.

I shall divide what I have to say into two parts. The first part is addressed to college and university administrators and station directors; persons whose business it is to use men, money and materials to a certain end. It is important that such persons have ideas about academic broadcasting, and that these ideas be out of the right drawer. My point is not that they should have these ideas in order that they may themselves do effective academic broadcasting. In many cases, the further they stay away from the mike, the happier everyone is going to be. My point is that they alone can give academic broadcasting the conditions which make it worthwhile. In this respect they are comparable to producers and directors among movie people. To these indispensable "providers" I would say eight things. If these eight points strike you as trivial or obvious, then either you operate in an academic radio paradise, or you are insufficiently aware of the importance of what you consider trivial and obvious.

(1) My first point is this: after the student-body and the football team, a good academic radio program is a university's best single public-relations investment. I would place it in many ways above an extension service. It does more than any other one agency to give reality to the nation of a "state-wide campus." It is there many hours each day. It is there many months each year. It gets into lives and homes with an intimacy which even class-rooms do not always generate. I have been flabbergasted to discover, in remote towns and villages, in isolated farms and camps, how persistently and respectfully and gratefully people maintain contact with their university radio. They wouldn't want it all day long. They wouldn't want only academic broadcasting. But they can learn to trust it for quality, to bring their minds as well as their ears when they tune it in. It is reassuring to realize that there is one station which doesn't want your money, doesn't want to sell you something, doesn't want to make you laugh or put you in touch with the front page of your newspaper. It is

* A full report of the meeting, together with a copy of the speech by Dr. Harry Newburn, president of the Educational TV and Radio Center, will be distributed as soon as it is available.

simply good business, good public relations, for a university to stand in this sort of relation to the radio public.

(2) The rest of my points assume the general truth of what I have just said. They go on to note that there is a price-tag, indeed several price-tags, on a good academic broadcasting program, and to ask whether administrators and directors acknowledge these price-tags, and think about them as frequently and vividly as they can. For example, ten years of academic broadcasting has taught me one rule which it is mike-folly to ignore; namely, that after all preparatory reading and study is over, it takes one hour to produce an effective five-minute script. There will be exceptions to this, but they are exceedingly rare. When they come along, you are thankful for them, but you never count on them. An administrator or a director who doesn't know that that is what he is asking for, is ignorant of the basic human cost of his commodity. That ratio, one hour's work to produce an effective five-minute script, does not alter as the script lengthens. If you are going to hold the mike's attention for ten minutes, set aside two hours; if for fifteen minutes, set aside three hours; if for thirty minutes, set aside six hours. For one academic year I was assigned to fill thirty minutes three times a week. That cost me eighteen hours every week. It made no difference whether you wrote the script out and read it, or thought it out and practically memorized, or worked from a note outline. It was still an hour's work to produce five minutes effective talk. I would repeat that this hour comes after all your preliminary reading and study is over.

(3) I can come at my next point this way. Academic broadcasting, once you realize its possibilities and demands, is hard and exacting business. In the professorial life there are few things to compare it with. No class-room is as hard to catch and hold as a mike. No class-room uses up your material as fast and inevitably as a mike. There are ways of stalling for time in a class-room, most of them useless to try on a mike. The mike merely turns a cold metallic eye on your script and says: "You are ill-prepared"; or, "You haven't enough there to last out"; or, "You have too much there for the amount of time you've got." As I said, academic broadcasting, once you realize its possibilities and demands, is hard and exacting business. Why then do universities make no allowances on teaching loads for conscientious and effective academic broadcasting? I have never heard of this being done. Why not? In these matters as in others, the laborer is worthy of his hire. Why do universities persistently exploit the fact that a man who relishes academic broadcasting can be left to sweat his fool head off?

(4) Why are stations, or the universities in back of them, so stingy when it comes to mimeographing scripts? This is an old gripe of mine. If a script is worth the work it takes to produce it and broadcast it, why is it not worth the extra cost needed to mimeograph it for distribution? Not to see this is a rebuke to the vanity and self-esteem of the broadcaster; and, as a count against it, that's not hay. It is also a let-down to the write-in people who think enough of what the station is putting out, to ask personally for a copy. It is a missed opportunity on the part of the university to drive home the fact that it stands back of the show and is pleased that its customers want its wares. My files are stuffed with letters asking for a copy of the script. And, except in cases which do nothing to mitigate this near-sighted policy, the answers have always had to be "Sorry; no can do." I am not alone in this. This is a matter which, soon or late, comes up for beefing whenever academic broadcasters are talking things over.

(5) I have yet to hear of a university radio station, that maintains a "talent scout". Why not? On our campus the students' daily newspaper does not

leave its business to chance. It has "news scouts." They swarm over the place like flies. Every week they pay a routine call and pump you for what they call "items." If they hear you are up to something, they have you on the phone before you can turn around. Campus news is their business. Now, by analogy, lecture talent is a station's business. I often visit other men's classes. More than once I have stumbled onto a lecture which was a "natural" for an academic mike. With a new head and tail it could have been lifted right out of the course and stood on its own. Whose business is it to know about such things? You can't expect the lecturer to realize that he has come forth (perhaps by accident) with a talk suited to the needs of the station. Even less can you expect him to come around and ask to be "taped" while he still has it where he can handle it. More than once I have had a strong hunch that Professor So-and-so, regardless of the lecture he might be putting out, has potential mike-talent. Whose business is it to keep after these things? Why isn't a campus kept under constant sensitive surveillance? No football coach, no campus editor, is as happy-go-lucky as some station directors I have known. How many program directors go out and shunt for their talent? How many have student assistants out in the field "spotting" for them?

(6) For what it is worth, I would urge upon universities and their stations the great utility of tapes. This used to be a sore point with me. I was against tapes. I thought they resulted in "canned" goods. But I was wrong about this. With a little coaching a person can be trained to warm up even to a tape. They are flexible as to time and place. They are storable. They are revisable. They are like cameras—doing their take and salting it away. I see less and less need for "live" broadcasting in academic affairs.

(7) Having said this, I would add that one of the great values of a tape is that it lets a person listen to a play-back as soon as he is through. This is a point which cannot be over-emphasized. Always urge a man to sit through a play-back as soon as he has come away from the mike. Never make him feel that this is either a bother or a mere routine. If it is a "bother", you have a wrong perspective. If it is a "mere routine," he has a wrong perspective. There is nothing that will teach a man the things he needs to know as quickly and surely as a play-back. If he has done well, but thinks otherwise, it will help to restore his nerve. If he has done poorly, but thinks otherwise, it will confront him with the facts. If you know how to help him, the play-back provides you with documentary evidence for your points. A play-back, in the hands of a sympathetic and skillful program director has many of the virtues of a "confessional". Many a time I have come away from such ordeals with a heightened sense of sin but with a determination to do better next time.

(8) My last point to administrators and directors has to do with a matter upon which I have had little first-hand experience but upon which I have done thinking. I mean academic television. Right now I think this is an over-rated potentiality. I am convinced that when a university adds a radio station it adds far more to its resources than it will when it adds television to its radio. A university without radio is drastically cut off. A university with radio but without television is not drastically cut off. A university can do a great deal for its customers, given broadcasting facilities. But the nature of its clientele and the nature of its materials are such that not as much proportionately is added when you pass from broadcasting to television. A university station lives by its appeal to the minds of its listeners. To do this at least one sense medium is essential. When you add a second sense (in this case vision) you encounter diminishing returns. When I learned what it cost one university to add television I could not help wondering whether the returns were worth the added investment; and I could not help thinking how some or all of that money

might have been spent to improve and extend the station's broadcasting resources.

II

I want now to shift from administrators and directors to faculty colleagues as academic broadcasters. If academic broadcasting is to be a reality, it will be because they make it so. Unless they have "the will to broadcast", their station will be little more than an administrative play-toy. When Professor Perry at Harvard wrote his autobiography he called it "And gladly teach." You can borrow that phrase. It must be, or become possible to say "and gladly broadcast." Without that, academic broadcasting will get no real status. I would have such persons think along two lines: as to choosing a subject; and as to handling it.

(1) As to a choice of subject, these five suggestions. (a) first, what I call the "magic platitude": choose something which you can make both interesting and valuable. Neither alone is enough. If you can't make the subject interesting, leave it alone. Avoid boring your listeners as you would avoid the plague. If they cannot say later "You know, I heard an interesting broadcast the other day," you have lost Round One. But you must aim at more than that. To make your subject interesting is necessary, but it is not sufficient. You must also make it valuable. This distinction is quite real. It is one thing to say "I heard an interesting broadcast"; it is another thing to say "I heard a valuable broadcast." Over the years academic broadcasting must include the second in its aim. The people who listen to academic broadcasting are people who are capable of value-judgments. Never forget that fact about them. If you do, they will forget about you. I have referred to this mandatory combination ("interesting and valuable") as "the magic platitude." It is just that. It is a platitude. What could be more of a platitude? But it is magic, also. I say that because its results are nothing short of magic; also because I know of no scientific rules for stating it. To say "Be interesting and valuable or be off" is good advice. To say "This is how to make your stuff interesting and valuable" is to invoke something of an art, something that throws you back upon intuitions, something that goes into the making of poems and the painting of pictures and the telling of stories. These considerations however do not disqualify the ideal. The persisting ideal here is qualitative. It defines for you the character of your excellence.

(b) you can do more with the magic platitude than merely state it. You can say, for example, "choose a topic upon which feeling is strong but about which reflection is not usual though it is profitable." That statement goes a long way to defining a good topic for academic broadcasting. There must be something about your topic which taps the feeling, the concern, of your listeners. You get nowhere by plugging in on indifference. When I say "feeling" I do not mean "emotion." I do not mean that academic broadcasting to be interesting and valuable must play on the emotions of its listeners. It must tap matters upon which they feel strongly in the sense of having strong convictions. But that was not all. "Upon which feeling is strong but about which reflection is not usual," or has not carried them far. This gives your power of reflection an area in which to spark, an area of dry timber which has not been burned over. Under those circumstances you can start a fire in their minds. That was still not all. "Upon which feeling is strong but about which reflection is not usual though it is profitable." That last clause is important too. There is no point to blazing a trail which leads nowhere. Your powers of reflection must open up things which your listener's mind would have gotten around to had he brought his powers of thinking to bear upon it. Your topic matters to him, but he has not thought too much about it. You get him to think about it along lines

which he would have moved had he put his mind to it. If you can do that, he will find you both interesting and valuable. And he will be waiting for you any time his leisure permits.

(c) What I have just said suggests another approach to the "magic platitude." Choose a matter upon which you have genuine feelings; and about which you know more and have thought harder than your listener. This does not mean "talk down" to him. Few things are worse than that. But he must feel that you are worth listening to. He must feel that you have something which he hasn't. Otherwise your ideas are, as the French say, "deja vies", old hat. In a perfectly unobjectionable sense of the words, he must feel that you are superior to him in respect to your topic. It is fatal to be so "folksy" that a listener who lets you into his mind for half an hour feels no pressures while you are there, feels in nowise "stretched" after you are gone. That would not be academic broadcasting as I understand the term. There is no place here for Jack Benny or Arthur Godfrey. You have a part to play and your best chance of playing it well is to have a subject which has laid hold on your own mind, about which you know more and have thought harder than your listener.

(2) My first piece of advice was: Pick a topic which you can make both interesting and valuable. (a) My second is this: Learn to read from a script as though you were talking; and learn to write such scripts. I have strong convictions on this. There are in academic broadcasting two things which are an abomination. One is the man who is trying to ad lib his stuff. The other is the man who is reading his script and sound like it. I don't know which is worse. Several perils attend the first man. He may wander around. He may become repetitious. He may fall into seconds of silence or uh-ing and ah-ing. He may talk himself out before his time is up and start padding. He may be only part way through when his time is up and start cutting corners. He may be unnerved by the impersonality of the mike and become stilted and strained; or try to offset this by getting "folksy" and "anecdotal." He may start listening to the sound of his own voice. These are all bad. They have all happened to me, and the memory of them brings out a cold sweat. And the point is, they are all unnecessary. A properly concocted script, worked at until you can read it as though you were talking it, is all that is needed. There are two matters here. It must be properly concocted. It must be written as you would talk when you are doing normal straightforward academic talking. This does not mean "written as you would write an article." A radio script is not at all the same as a manuscript. It must fit your personality more closely. It must be less packed and more expressive. It has a place for short sentences; for rhetorical questions; for homely idiom; for racy metaphor; for the first person singular; for passages you would normally say with a smile or a frown or a look of puzzlement. The point is, a script must be written to be talked. When read aloud it must not sound as though it were written to be read. This is a knack. Any self-respecting academic who wants to broadcast can learn to do it. There are two steps. One, you learn to write as you would normally talk; two, you learn to read what you have thus written as though you were talking and not reading. This takes a little self-knowledge, a little re-writing, and rather more than a little practice at making your tongue say what your eye sees, in the manner that you speak when you talk.

(b) Anything else I can say is secondary to that. But for what they are worth, I shall close with a few miscellaneous do's and don'ts. (1) Never undertake less than fifteen minutes or more than thirty minutes. There is a certain solidity to the subject-matter of academic broadcasting. It is not news or anecdotes or jokes. It doesn't come in less than fifteen minute packages. It normally contains exposition, description, narration, argument, criticism; and these take time. It is addressed to the mind, and it takes time to involve a listener's mind

in what you want to say. These very things which make less than fifteen minutes too little, make more than thirty minutes too much. If you are working your listeners as hard as he has a right to expect, don't ask him to stay with you beyond thirty minutes. Demand close listening; but don't demand it for more than thirty minutes, because you won't get it. (2) Presuppose as close to nothing as you can. Supply what your listener has to have to follow you. This may cramp your style; but put up with the cramps, if you want listeners. This is not to say that your listeners are ignorant. They aren't; but they don't have your specialized knowledge and they haven't given as much thought to your topic as you have. Your language is esoteric. Your information is esoteric. Your pattern of thought is esoteric. These are obstacles to be overcome. (3) Don't attempt "academic serials." Assume that you are playing a one-night stand, even if you aren't. A studio is not a class room. When you dismiss a class on Monday there is a reasonable presumption that it will return for more on Wednesday and Friday. You cannot assume that about a radio audience. Whatever your point is, you must get it across here and now. You cannot say "This will become clearer as we proceed", or "your outside reading will development my point for you." (3) Do not seek to edify or exhort. There is nothing wrong with edification or exhortation; but they are not your assignment. Your business is to interest, to inform, to clarify, to challenge, to criticize, to invite minds to range wider and deeper, to raise questions of principle, to point out presuppositions. These are the stock-in-trade of academic broadcasting. They are worth going after for their own sakes. You are an academic, not an ecclesiastic or a politician. This does not mean "be cynical", or "be neutral on everything", or "be coldly impersonal." It means consider your listeners as minds or intellects to be informed, not as wills to be shaped or souls to be saved. (4) Remember always that you are not addressing a captive audience. This is one of the small number of ways in which the studio differs crucially from the class-room. You may lose touch with your students but normally they continue to sit there. They can't tune you out. Until the bell rings there is little they can do about you. But you don't have that kind of hold on your radio audience. They don't have to stay with you; and, what is more, they don't have to pass your tests. With them you are up against free men. You must keep it coming and keep it good. (5) Remember also, that between your mind and the minds you are addressing there is only your voice and their ears. This is another crucial difference between studio and class-room. In a manner of speaking, your listeners are stone blind. What difference would it make to you in class if your students were all blind? The force of this analogy was brought home to me once when I had a blind boy in class. I accosted him one day in the corridor and asked "How are things coming on? Everything alright?" He said "As well as can be expected." The tone of his voice led me to say, "What do you mean, 'As well as can be expected'?" "Well," he said, "all I can do is hear your voice. I can't see your face. I can't see what you put on the board. When you draw diagrams or jot down phrases--and you do a lot of that--I lose touch. In fact, being in class is something like listening to the radio." He made my point in that last remark.

PROGRAM
NAEB Region VI Meeting
October 16-17, 1953

FRIDAY, October 16

8:30 - 9:00 Registration, Second Floor Lobby,
 Erb Memorial Student Union

MORNING SESSION

Allen Miller, Chairman
Director, Region VI, NAEB
Manager, Station KWSC
Pullman, Washington

9:00 - 9:50 Introductions and reports--Room 315, Erb Memorial Union

9:50 - 10:00 Greeting -- Dr. Victor Morris
 Acting President, University of Oregon

10:00 - 11:00 The National View -- Educational Radio and Television
 Graydon Ausmus
 President NAEB
 Director of Radio & TV
 University of Alabama (WUOA)

Resource Panel:
 Frank Schooley
 Treasurer NAEB
 Manager WILL
 University of Illinois

 Dr. Harry J. Skornia
 Executive Director, NAEB

11:00 - 12:00 Promoting Educational Broadcasting
 "Mobilizing the Community for Educational
 Television"
 Dr. John R. Richards
 Vice-Chancellor,
 Oregon State System of Higher Education

Resource Panel:
 Travis Cross
 Director, Division of Information
 Oregon State System of Higher Education

 Dr. Miner T. Patton
 Secretary, Community Television
 Incorporated, Portland, Oregon
 Principal, Duniway School, Portland

12:15 - 1:30 Luncheon Meeting--Room 110, Erb Memorial Union

AFTERNOON SESSION

James M. Morris, Chairman
Program Manager, KOAC
Corvallis, Oregon

1:30 - 5:00 Panel Discussion: Your NAEB, Its Services and Aims
Panel: Graydon Ausmus
 Frank Schooley
 Harry Skornia
(After brief presentation by each of the panel, questions and discussions from the floor will be in order.)

6:30 Banquet Meeting--Room 110, Erb Memorial Union
 Glenn Starlin, Chairman
 Director of Radio
 University of Oregon (KWAX)

Address -- "The Educational Television and Radio Center"
 Dr. Harry K. Newburn, President
 Ann Arbor, Michigan

8:30 Open House--Dad's Room, Erb Memorial Union

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SATURDAY, October 17 Room 315, Erb Memorial Union

MORNING SESSION

Edwin H. Adams, Chairman
Head, Division of Radio and Television
School of Communications
University of Washington (KUOW)

9:00 - 10:00 Observations on Mass Media
 "Academic Broadcasting"
 Dr. Alburey Castell
 Chairman, Department of Philosophy
 University of Oregon

10:00 - 12:00 Information Please - Membership Reports, Discussions,
 Sharing of Problems

12:15 - 1:30 Luncheon Meeting - Sweden House Smorgasbord, 1258
 Kincaid

AFTERNOON SESSION

Miss Patricia L. Green, Chairman
Manager Radio Station KBPS
Portland Public Schools

1:30 - 5:00 Television Workshop
 William C. Dempsey
 Educational Director
 Television Station KPIX
 San Francisco, California

Roster of Participants in NAEB Region VI Meeting

Eugene, Oregon, October 16-17, 1953

KOAC

James Morris
Fred Gleeson
Robert Hinz
Mrs. Gladys Chambers
Lester Mock
Robert M. Roberts
Phil Kalar
Arnold Ebert
Fred Brewer
Duane Tucker

KUOW

Edwin H. Adams

KWSC

Allen Miller
R. C. Norris
Cal Watson
Robert Baird
Glenn Southworth

KPIX

William C. Dempsey

KPFA

Wallace Hamilton

KBPS

Patricia Green
Marilyn Livingston

KCSM

Richard P. Marsh

KWAX and

The University of Oregon
D. Glenn Starlin
Travis Cross
Alburey Castell
Victor P. Morris

NAEB Officers

Graydon Ausmus
Frank Schooley
Harry Skornia

DuMont

Bob Myers

ETRC

Harry K. Newburn

10-18-53

Educational Radio, TV Conference Set

UNIVERSITY OF OREGON, Eugene, Oct. 15.—The problems of educational radio and television will be discussed here at a two-day conference of region IV of the National Association of Educational Broadcasters Friday and Saturday.

Three of the top officers of the national association will be on the campus for the meeting. The three are Graydon Ausmus, NAEB president and director of radio and television at the University of Alabama; Frank

Schooley, NAEB treasurer and manager of station WILL at the University of Illinois, and Dr. Harry J. Skornia, executive director of the NAEB of Urbana, Ill.

Former University of Oregon President Dr. H. K. Newburn, now president of the educational television and research center at Ann Arbor, Mich., will address the Friday night banquet in the Erb Memorial Union. His talk will concern his organization.

PANEL SCHEDULED

The opening assembly of the conference will hear Ausmus speak on "The National View—Educational Radio and Television." Schooley and Dr. Skornia will conduct a resource panel during the morning program. All three executives will lead an afternoon panel discussion on "Your NAEB, Its Services and Aims."

Dr. John R. Richards, vice chancellor of the Oregon state system of higher education, will head the hour session on "Promoting Educational Broadcasting." His topic for the session will be "Mobilizing the Community for Educational Televi-

Oregon Journal THURS

sion." Conducting the research panel following Dr. Richards' address will be Travis Cross, director of the division of information of the Oregon state system, and Dr. Miner T. Patton, secretary of Community Television Inc., and principal of the Dunway school in Portland.

CHAIRMEN NAMED

Allen Miller, director of region IV and manager of station KWSC, Pullman, Wash., is chairman of Friday morning's session, and James M. Morris, program manager of station KOAC, Corvallis, will head the afternoon panel discussion.

"Observations on Mass Media" will be the topic of the Saturday morning session. Dr. Alburey Castell, head of the department of philosophy here, will speak on "Academic Broadcasting."

Also on the Saturday morning program is a general session for reports on membership and discussion of mutual problems. Edwin H. Adams, head of the division of radio and television of school of communications, University of Washington, will serve as chairman of the session.

A television workshop conducted by William C. Dempsey, education director of station KPIX-TV, San Francisco, will conclude the conference Saturday afternoon.

NAEB members for Region VI will meet in Eugene, Oregon on October 16-17, 1953 according to Allen Miller, NAEB Director for the region which includes eight western states and the Territory of Hawaii. Station KMAX of the University of Oregon will serve as the host institution. The host committee consists of Glenn Starlin, KMAX, Chairman; Patricia L. Green, Station KBFS, Portland Public Schools and James M. Morris, Station KOAC, Oregon's state-owned station.

Delegates from Arizona, California, Hawaii, Idaho, Montana, Nevada, Oregon, Utah and Washington are to meet for registration at 9 am on October 16 in the new Union Building on the campus of the University of Oregon where all of the meetings are to be held except those utilizing television equipment. The latter will be held in the radio and television studios of the University of Oregon.

National headquarters will be represented by Graydon Ausmus, WUQA, President; Dr. Harry J. Skornia, Executive Secretary; and Frank Schooley, WILL, Treasurer. After reports on the affairs of NAEB and on the condition of educational radio and television in other parts of the country, the meeting will follow the example of previous regional meetings by concentrating on a group attack on common problems and by exchange of experiences.

While group activities will be emphasized addressees have been scheduled by Dr. Harry K. Newburn, Director of the Educational Television and Radio Center of Ann Arbor, Michigan on plans for the Center; by Dr. John R. Richards, Vice-Chancellor of the Oregon State System of Higher Education on mobilizing community interest in educational television; and by Dr. Alburey Castell of the University of Oregon on social and philosophical implications of mass media.

Meeting periods will extend from 10 am on October 16 until adjournment at 5 pm on October 17. Transportation is via United or West Coast Airlines, Southern Pacific Railroad, or U. S. Highway 99.

(copy made Oct. 14, 1953)

Scanned from the National Association of Educational Broadcasters Records
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"Unlocking the Airwaves: Revitalizing an Early Public and Educational Radio Collection."



A collaboration among the Maryland Institute for Technology in the Humanities,
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